

Edexcel GCSE in Religious Studies

For first teaching from 2009

Sample Assessment Materials

Issue 2
June 2009



Welcome to the GCSE 2009 Religious Studies Sample Assessment Materials.

Issue 2

As a result of feedback from centres we have made changes.
This version is issue 2 and key changes are indicated by a sideline.

The sample assessment materials has been written to accompany the specification. They have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their assessments. They feature:

- **Accessible papers** – we've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper, outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.

However, that's not all.

Consider this your personal guide through the various teaching support services we have on offer. You will also find useful contact information, web addresses and much more. Our GCSE 2009 Religious Studies qualification will be supported better than ever before.

Keep up to date with the latest news and services available
by visiting our website:

www.edexcel.com/gcse2009

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEVING IN GOD

You must answer ONE question from this section.

EITHER

- 1 (a) What is **atheism**? (2)
- (b) Do you think prayer is a waste of time?
Give **two** reasons for your point of view. (4)
- *(c) Explain how a religious upbringing can lead to belief in God. (8)
- (d) "Evil and suffering prove that God does not exist."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **numinous**? (2)
- (b) Do you think God is the cause of the universe?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** religion and explain how its followers respond to the problem of evil and suffering. (8)
- (d) "Religious programmes on television or the radio encourage you to believe in God."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – MATTERS OF LIFE AND DEATH

You must answer ONE question from this section.

EITHER

- 3 (a) What is **non-voluntary euthanasia**? (2)
- (b) Do you agree with euthanasia?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Christians do not agree with abortion. (8)
- (d) "Your soul will never die."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **resurrection**? (2)
- (b) Do you agree with abortion?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** religion other than Christianity and explain why most of the followers of that religion are against euthanasia. (8)
- (d) "The paranormal proves that there is life after death."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(d) (i)

(ii)

SECTION 3 – MARRIAGE AND THE FAMILY

You must answer ONE question from this section.

EITHER

- 5 (a) What is **cohabitation**? (2)
- (b) Do you think divorce is better than an unhappy marriage?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** religion other than Christianity and explain why most of the followers of that religion are against sex outside marriage. (8)
- (d) "No religious person should be homosexual."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **re-marriage**? (2)
- (b) Do you think it is right to use contraception?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Christians allow divorce and some do not. (8)
- (d) "Family life is more important for religious people than for non-religious people."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – RELIGION AND COMMUNITY COHESION

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **multi-ethnic** society? (2)
- (b) Do you think women should have equal rights in religion?
Give **two** reasons for your point of view. (4)
- *(c) Explain why mixed-faith marriages may cause problems for religious families. (8)
- (d) "If everyone were religious, there would be no racism."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **racism**? (2)
- (b) Do people from a different religion have the right to try to convert you?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** religion other than Christianity, and explain why the followers of that religion should help to promote racial harmony. (8)
- (d) "Women should have the same rights as men in religion."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|----------------------|--|---|--|------|
| 1 (a) AO1 | <ul style="list-style-type: none"> believing that God does not exist not believing in God someone who does not believe in God <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> no God not believing in religion <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|----------------------|---|------|
| 1 (b) AO2 | <p>Indicative content</p> <p>Answers which think prayer is not a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> the way it improves one's relationship with God the way God answers prayers can improve people's lives praying for other people is a way of showing your love for your neighbour <p>Answers which think prayer is a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> as there is no God, prayer is just talking to yourself unanswered prayers show that prayer is a waste of time it is better to show your love of neighbour by helping them than by praying for them <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it's a way to contact God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it's a way to contact God which helps to make you a better Christian) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|--|
| 1 (c) A01 | <p>The main reasons from a Christian upbringing are:</p> <ul style="list-style-type: none"> • Christian parents teach their children to pray, praying to God will make children believe he exists • Christian parents take their children to church where they will hear all about God existing and so believe he does • Christian parents will send their children to Sunday school where they will hear all about God existing and so believe he does • many Christian parents send their children to a church school where they will hear all about God existing and so believe he does • Christian parents encourage their children to be confirmed where they may feel the presence of God in the prayers, vows and anointing <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if God is all-loving (omnibenevolent), he must want to get rid of evil and suffering • if God is all-powerful (omnipotent), he must be able to get rid of evil and suffering • the fact that evil and suffering exists shows that either God is not all-loving and all-powerful, and so does not exist <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if people have free will they must be free to commit evil and cause suffering therefore it is the fault of humans, not God (this is likely to be a developed reason) • evil and suffering may be part of God’s purpose of this life being a moral training ground for paradise (this is likely to be a developed reason) • there might be a reason for God allowing evil and suffering which we as mere humans cannot understand <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> • a feeling of the presence of something greater than you • a feeling of God's presence you get in a church • a feeling of something special you get in a holy place <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a feeling • God's presence <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which think God is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> • anything as great as the universe needs a cause and God is the only possible cause • everything needs a cause and the only possible cause of the universe is God • something cannot come from nothing so the universe must have come from God <p>Answers which do not think God is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Big Bang is a more likely cause • the universe does not need a cause, it could be eternal • who caused God? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg the universe does not need a cause) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the universe does not need a cause, it could be eternal) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 2 (c) AO1 | <p>The main Christian responses are:</p> <ul style="list-style-type: none"> • all Christians believe evil and suffering is against God’s will and that God wants them to help those who suffer • all Christians do this by trying to help those who suffer in practical ways • most Christians also feel they should help by praying for those who suffer (intercessory prayer) to gain God’s strength • some Christians think that God gave humans free will, and humans have used their free will to do evil things so bringing suffering into the world - so evil and suffering is the fault of humans not God • other Christians believe that this life is a sort of test in which people prepare their souls for heaven - if there was no evil and suffering, then Christians would not be able to develop as good people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>2 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the way religious believers talk about their experiences of God in programmes • the evidence of miracles in programmes • the way religious programmes can make religion look real and interesting <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the boring nature of religious programmes • the way some programmes can encourage disbelief in God • religious programmes are often more about religion than God's existence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to a doctor ending the life of someone in agony who cannot ask for euthanasia <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> an example of non-voluntary euthanasia ending someone's life painlessly <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which approve of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people who cannot give their permission must be in a state with no dignity or quality of life • there is no point in being kept alive if there is no quality of life • we put pets down when they are in pain, so why not humans? • Christians should do the most loving thing and a gentle death is often the most loving thing <p>Answers which disapprove of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • life is sacred and should only be taken by God • the Bible says quite clearly that Christians must not murder (sixth commandment) • doctors are required to save lives, not kill, and to allow them to kill people would be giving them double standards to follow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg life should only be taken by God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg life should only be taken by God because religion teaches that life is sacred because it was made by God) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • life is holy and belongs to God, only God has the right to end a pregnancy • life begins at conception. Human life begins when an ovum is fertilised and, as there is no break from conception to birth, abortion is therefore taking life • the Ten Commandments say it is wrong to take life, therefore abortion is wrong • every person has a natural 'right to life'. A foetus is a potential person and abortion destroys its right to life, so it follows that abortion is wrong • the Catholic Church teaches that abortion is wrong whatever the circumstances <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christian teachings on the immortality of the soul • the evidence of the resurrection of Jesus • the teachings of another religion on the soul living on after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the lack of evidence for life after death • the evidence that life ends at death • the lack of certainty as to what a soul is <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> rising from the dead the body staying in the grave until the end of the world when it is raised when Jesus was raised from the dead <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life after death <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which approve of abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> they believe that life does not begin at conception they believe it is a woman's right to choose they believe the mother's life should always come first <p>Answers which disapprove of abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> some Christians believe abortion is always wrong because of Christian teachings on the sanctity of life also because God has created life in the mother and to prevent that life being born is murder and against God's will some Christians believe that life begins at conception and as God banned murder in the sixth commandment, all abortions should be banned <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg I am a Christian and Christians believe abortion is always wrong) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg I am a Christian and Christians believe abortion is always wrong because of Christian teachings on the sanctity of life) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|---|
| 4 (c) AO1 | <p>The main reasons IN ISLAM are:</p> <ul style="list-style-type: none"> • the Qur'an says that suicide is wrong and so assisted suicide and voluntary euthanasia are wrong for Muslims • Muslims believe in the sanctity of life and so non-voluntary euthanasia would be murder which is banned by the Qur'an • the Qur'an says that only Allah has the right to give and take life, so euthanasia would be a sin (disobeying Allah) • Muslims regard life as a test and ending life early would be like cheating in the test and would lead to hell on the Last Day • the Shari'ah bans euthanasia <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>4 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums claim that they can talk to dead people so there must be life after death • if ghosts exist then dead people have some form of life and there is life after death • people who claim to remember a previous life must be living after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums have been proved to be cheats • ghosts could just be hallucinations • if there is reincarnation wouldn't we all have memories of previous existences? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 5 (a) A01 | <ul style="list-style-type: none"> living together without being married living as a married couple without being married <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> living together <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which agree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> the suffering that can be caused by a couple who no longer love each other being forced to stay together the children's interests being paramount and if they are being harmed by a marriage, divorce should be possible the fact that in St Matthew's Gospel Jesus allows divorce for adultery <p>Answers which disagree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> Jesus banned divorce marriage is a sacrament which cannot be broken when people marry, they make a covenant with God which cannot be broken without God's consent, therefore a couple can never be divorced according to God's law <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because Jesus banned divorce) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because Jesus banned divorce and Christians should do what Jesus commanded) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|-----------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 5 (c) A01 | <p>Reject answers which do not refer to a non-Christian religion</p> <p>Most Muslims are against sex outside marriage because:</p> <ul style="list-style-type: none"> • sex before marriage is forbidden by the Qur'an • the Shari'ah says that sex should only take place in marriage • children should only be born in a family where the mother and father are married • adultery is condemned by Allah in the Qur'an • adultery is likely to harm the family which the Qur'an and Shari'ah regard as very important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • teaching of one religion against homosexuality • another teaching from the same or a different religion • why religious people should follow the teachings of their religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Christian teachings allowing homosexuality in certain circumstances • the idea that religious people are bound to be influenced by the practices of the people around them • the idea that love is more important than religious beliefs <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> marrying again (after being divorced from a previous marriage) marrying for a second time <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> a definition of marriage <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> contraception can improve women's health it can raise the standard of living of children as families are smaller contraception helps prevent sexually transmitted diseases <p>Answers which disagree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> several Popes condemned all forms of artificial contraception and allowed natural methods of contraception as these are part of God's creation artificial methods of birth control separate the unitive and creative aspects of sex which is not what God intended some contraceptives bring about a very early abortion and so are against the teaching of the Church <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg contraception can improve women's health) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg contraception can improve women's health because having lots of babies weakens women's bodies) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) AO1 | <p>Reject answers which only describe one attitude</p> <p>The Catholic Church does not allow divorce because:</p> <ul style="list-style-type: none"> • Jesus taught that divorce is wrong in Mark's Gospel • the couple have made a covenant with God in the sacrament of marriage and that covenant cannot be broken by any earthly power • the teachings of the Church must be followed and the Church teaches that divorce is wrong <p>Non-Catholic Christians allow divorce because:</p> <ul style="list-style-type: none"> • Jesus allowed divorce in <i>Matthew 19:9</i> for a partner's adultery (fornication) • Christians are allowed forgiveness and a new chance for confessed sins, so they should have another chance at marriage as long as they are determined to make it work this time • they believe it is better to divorce than live in hatred and quarrel all the time <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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|----------------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>6 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • teaching of one religion on the importance of family life • another teaching of one religion or teaching from another religion on the importance of family life • the way in which these teachings are likely to make family life more important for religious believers <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the importance of children to non-religious people • social reasons for the importance of family life • personal experience of a non-religious family where family life is very important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 7 (a) A01 | <ul style="list-style-type: none"> many different races (and cultures) living together in one society different races living together <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> lots of different races <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) A02 | <p>Indicative content</p> <p>Answers which think women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> women are equal to men and so should be treated equally the idea that religion is seen in a bad light if it does not accept human rights laws the teachings of a religion on equal roles for women in religion <p>Answers which think women should not have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> the teachings of the Catholic Church on Jesus and the apostles being men the teachings of the Catholic Church on the priest representing Jesus in the Mass the belief that God's laws supersede human laws on equal rights <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg the Catholic Church says priests can only be men) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg the Catholic Church says priests can only be men because they represent Jesus who was a man) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • often there can be no religious wedding ceremony because both couples must be members of the religion • the question of which religion the children of the marriage will be brought up in • the problem of death rituals; will the couple have to be buried in separate parts of the cemetery according to their religion? • parents may feel that they will have no contact with their children/grandchildren in the after life • the parents and relatives may feel that their children have betrayed their roots and family by falling in love with someone from a different religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a religious teaching against racism (eg love thy neighbour) • another religious teaching against racism (eg Muhammad's final sermon) • religious people should follow the teachings of their religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • evidence of racism in a religious society (eg the Dutch Reformed Church) • evidence of religious people being racist (eg the Ku Klux Klan) • religious people ignoring the teachings of their religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the belief that some races are superior to others treating other races badly hating other races <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> hating others an example of racism <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think they do have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> many religions see it as their right to convert everyone to their religion they believe that their religion is the only true religion so they should show the followers of other religions that they are wrong it is part of the right to religious freedom <p>Answers which think they do not have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> trying to convert followers of other religions when living in a multi-faith society is a form of prejudice trying to convert other religions can be regarded as discriminating against those who do not have the same faith as you it can lead to arguments and even violence within a multi-faith society when people are told their religion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it is a legal right) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it is a legal right and part of your religious freedom to try to convert others) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 8 (c) A01 | <p>Reject answers which do not refer to a non-Christian religion</p> <p>The main reasons in Islam are:</p> <ul style="list-style-type: none"> • the Qur'an teaches that Allah made all the races on earth and so Islam teaches that people should give each other equal respect • Muhammad chose an African as his first prayer caller showing that he believed all races should be treated equally and Muslims should follow the example of the Prophet • Muhammad said in his last sermon that no race is superior to any other • Muhammad told Muslims that they are one community who should treat each other as brothers which means promoting racial harmony <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • women have equal rights in UK society • religious teachings on the equality of women • the experience of religions which have women as leaders <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Catholic teachings on only men being priests • other religious teachings on religious leadership being only for men (eg Orthodox Judaism) • the need to follow tradition even when it appears to be discriminatory <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 2: Religion and Life Based on a Study of Christianity

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS02/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEVING IN GOD

You must answer ONE question from this section.

EITHER

- 1 (a) What is **atheism**? (2)
- (b) Do you think prayer is a waste of time?
Give **two** reasons for your point of view. (4)
- *(c) Explain how a religious upbringing in a Christian family can lead to belief in God. (8)
- (d) "Evil and suffering prove that God does not exist."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **numinous**? (2)
- (b) Do you think God is the cause of the universe?
Give **two** reasons for your point of view. (4)
- *(c) Explain how Christians respond to the problem of evil and suffering. (8)
- (d) "Religious programmes on television or the radio encourage you to believe in God."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(c)

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(d) (i)

(ii)

SECTION 2 – MATTERS OF LIFE AND DEATH

You must answer ONE question from this section.

EITHER

- 3 (a) What is **non-voluntary euthanasia**? (2)
- (b) Do you agree with euthanasia?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Christians do not agree with abortion. (8)
- (d) "The paranormal proves that there is life after death."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **resurrection**? (2)
- (b) Do you think we should help to relieve world poverty?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** issue from matters of life and death which has been presented in **one** form of the media, and explain whether the treatment was fair to religious beliefs. (8)
- (d) "Your soul will never die."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(d) (i)

(ii)

SECTION 3 – MARRIAGE AND THE FAMILY

You must answer ONE question from this section.

EITHER

- 5 (a) What is **cohabitation**? (2)
- (b) Do you think divorce is better than an unhappy marriage?
Give **two** reasons for your point of view. (4)
- *(c) Explain why family life is important for Christians. (8)
- (d) "No Christian should be homosexual."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **re-marriage**? (2)
- (b) Do you think it is right to use contraception?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Christians allow divorce and some do not. (8)
- (d) "Family life is more important for religious people than for non-religious people."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – RELIGION AND COMMUNITY COHESION

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **multi-ethnic** society? (2)
- (b) Do you think women should have equal rights in religion?
Give **two** reasons for your point of view. (4)
- *(c) Explain why mixed-faith marriages can cause problems for religious families. (8)
- (d) "If everyone were religious, there would be no racism."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **racism**? (2)
- (b) Do people from a different religion have the right to try to convert you?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Christians should help to promote racial harmony. (8)
- (d) "Women should have the same rights as men in religion."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 2: Religion and Life Based on a Study of Christianity

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 1 (a) A01 | <ul style="list-style-type: none"> believing that God does not exist not believing in God someone who does not believe in God <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> no God not believing in religion <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think prayer is not a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> the way it improves one's relationship with God the way God answers prayers can improve people's lives praying for other people is a way of showing your love for your neighbour <p>Answers which think prayer is a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> as there is no God, prayer is just talking to yourself unanswered prayers show that prayer is a waste of time it is better to show your love of neighbour by helping them than by praying for them <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it's a way to contact God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it's a way to contact God which helps to make you a better Christian) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|--|
| 1 (c) A01 | <p>The main reasons from a Christian upbringing are:</p> <ul style="list-style-type: none"> • Christian parents teach their children to pray, praying to God will make children believe he exists • Christian parents take their children to church where they will hear all about God existing and so believe he does • Christian parents will send their children to Sunday school where they will hear all about God existing and so believe he does • many Christian parents send their children to a church school where they will hear all about God existing and so believe he does • Christian parents encourage their children to be confirmed where they may feel the presence of God in the prayers, vows and anointing <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>1 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if God is all-loving (omnibenevolent), he must want to get rid of evil and suffering • if God is all-powerful (omnipotent), he must be able to get rid of evil and suffering • the fact that evil and suffering exists shows that either God is not all-loving and all-powerful, and so does not exist <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if people have free will they must be free to commit evil and cause suffering therefore it is the fault of humans, not God (this is likely to be a developed reason) • evil and suffering may be part of God’s purpose of this life being a moral training ground for paradise (this is likely to be a developed reason) • there might be a reason for God allowing evil and suffering which we as mere humans cannot understand <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> • a feeling of the presence of something greater than you • a feeling of God's presence you get in a church • a feeling of something special you get in a holy place <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a feeling • God's presence <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which think God is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> • anything as great as the universe needs a cause and God is the only possible cause • everything needs a cause and the only possible cause of the universe is God • something cannot come from nothing so the universe must have come from God <p>Answers which do not think God is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Big Bang is a more likely cause • the universe does not need a cause, it could be eternal • who caused God? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg the universe does not need a cause) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the universe does not need a cause, it could be eternal) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 2 (c) AO1 | <p>The main Christian responses are:</p> <ul style="list-style-type: none"> • all Christians believe evil and suffering is against God’s will and that God wants them to help those who suffer • all Christians do this by trying to help those who suffer in practical ways • most Christians also feel they should help by praying for those who suffer (intercessory prayer) to gain God’s strength • some Christians think that God gave humans free will, and humans have used their free will to do evil things so bringing suffering into the world - so evil and suffering is the fault of humans not God • other Christians believe that this life is a sort of test in which people prepare their souls for heaven - if there was no evil and suffering, then Christians would not be able to develop as good people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|---------|-----|---|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>2 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the way religious believers talk about their experiences of God in programmes • the evidence of miracles in programmes • the way religious programmes can make religion look real and interesting <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the boring nature of religious programmes • the way some programmes can encourage disbelief in God • religious programmes are often more about religion than God's existence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to a doctor ending the life of someone in agony who cannot ask for euthanasia <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> an example of non-voluntary euthanasia ending someone's life painlessly <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which approve of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people who cannot give their permission must be in a state with no dignity or quality of life • there is no point in being kept alive if there is no quality of life • we put pets down when they are in pain, so why not humans? • Christians should do the most loving thing and a gentle death is often the most loving thing <p>Answers which disapprove of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • life is sacred and should only be taken by God • the Bible says quite clearly that Christians must not murder (sixth commandment) • there are many statements in the Bible which say that life and death decisions belong only to God • many Church leaders have said that life is sacred and comes from God, therefore only God can decide when someone should die • Christians believe that doctors are required to save lives, not kill, and to allow them to kill people would be giving them double standards to follow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg life should only be taken by God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg life should only be taken by God because religion teaches that life is sacred because it was made by God) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
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| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • life is holy and belongs to God, only God has the right to end a pregnancy • life begins at conception. Human life begins when an ovum is fertilised and, as there is no break from conception to birth, abortion is therefore taking life • the Ten Commandments teach that it is wrong to take life, therefore abortion is wrong • every person has a natural 'right to life'. A foetus is a human being and abortion destroys its right to life, so it follows that abortion is wrong • the Church believes there is evidence that women who have abortions can suffer from traumas leading to guilt complexes and sometimes mental illness • adoption is always a better solution to unwanted pregnancy than abortion as it preserves life and brings joy to a new family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums claim that they can talk to dead people so there must be life after death • if ghosts exist then dead people have some form of life and there is life after death • people who claim to remember a previous life must be living after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums have been proved to be cheats • ghosts could just be hallucinations • if there is reincarnation wouldn't we all have memories of previous existences? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> rising from the dead the body staying in the grave until the end of the world when it is raised when Jesus was raised from the dead <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life after death <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which believe we should help to relieve world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> teachings of Jesus about helping the poor and suffering such as the Good Samaritan and/or the Sheep and Goats the example of Jesus in helping the poor and suffering such as feeding the 5000 the teachings of the Church about helping the poor <p>Answers which believe it is up to poor people to help themselves are likely to use such reasons as:</p> <ul style="list-style-type: none"> the ideas that giving aid makes people dependent and does nothing to remove the causes of poverty the idea that people should 'stand on their own feet' and work their way out of poverty the idea that poverty is the fault of the people who are poor <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg poverty is the fault of people who are poor) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg poverty is the fault of people who are poor; if they didn't have so many children and worked harder, they wouldn't be poor) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) A01 | <p>As candidates may choose any issue from: life after death, abortion or euthanasia from any drama, soap opera, or film, a wide range of content is possible. However, the issue must be identifiable as one of the three and the drama/soap/film must be identified for candidates to gain any marks. To go beyond level 1, the religious beliefs must be identified and the fairness of the treatment of those beliefs explained.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christian teachings on the immortality of the soul • the evidence of the resurrection of Jesus • philosophical or paranormal reasons for the soul living on after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the lack of evidence • the evidence that life ends at death • the lack of certainty as to what a soul is <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 5 (a) A01 | <ul style="list-style-type: none"> living together without being married living as a married couple without being married <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> living together <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which agree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> the suffering that can be caused by a couple who no longer love each other being forced to stay together the children's interests being paramount and if they are being harmed by a marriage, divorce should be possible the fact that in St Matthew's Gospel Jesus allows divorce for adultery <p>Answers which disagree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> Jesus banned divorce marriage is a sacrament which cannot be broken when people marry, they make a covenant with God which cannot be broken without God's consent, therefore a couple can never be divorced according to God's law <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because Jesus banned divorce) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because Jesus banned divorce and Christians should do what Jesus commanded) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 5 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • the family was created by God as the basic unit of society and as the only place in which children should be brought up • the Bible has many references to the importance of family life • raising a Christian family is a major feature of the marriage service • Christianity teaches that the family was created by God to keep society together • the family is the place where children learn the difference between right and wrong so that without the family there would be much more evil in the world • the family is the place where children are introduced to the faith through baptism/dedication and then through being taken to church for worship, Sunday school, festivals etc - this means that the family is very important for Christianity to continue and grow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a biblical teaching against homosexuality • the belief that sex should be for procreation which is impossible for homosexual sex • the teachings of certain Christian Churches <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Christian teachings allowing homosexuality in certain circumstances • the idea that religious people are bound to be influenced by the practices of the people around them • the idea that love is more important than religious teachings <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> • marrying again (after being divorced from a previous marriage) • marrying for a second time <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a definition of marriage <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • contraception can improve women’s health and raises the standard of living of children as families are smaller • there is nothing in the Bible which forbids the use of contraception • the Protestant and Orthodox Churches have declared it is legitimate for Christians to use contraception to limit family size <p>Answers which disagree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • several Popes condemned all forms of artificial contraception and allowed natural methods of contraception as these are part of God’s creation • the Catechism of the Catholic Church allows natural methods and bans artificial methods of contraception • artificial methods of birth control separate the unitive and creative aspects of sex which is not what God intended <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg contraception can improve women’s health) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg contraception can improve women’s health because having lots of babies weakens women’s bodies) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

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|-----------------|---|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) A01 | <p>Reject answers which only describe one attitude</p> <p>The Catholic Church does not allow divorce because:</p> <ul style="list-style-type: none"> • Jesus taught that divorce is wrong in Mark's Gospel • marriage is a sacrament and the exchange of vows means that the only way a marriage can be dissolved (which is what divorce means) is by the death of one of the partners • the couple have made a covenant with God in the sacrament of marriage and that covenant cannot be broken by any earthly power <p>Non-Catholic Christians allow divorce because:</p> <ul style="list-style-type: none"> • Jesus allowed divorce in <i>Matthew 19:9</i> for a partner's adultery (fornication) • Christians are allowed forgiveness and a new chance for confessed sins, so they should have another chance at marriage as long as they are determined to make it work this time • if the marriage has broken down 'the lesser of two evils' theory means that divorce should be allowed (the effects of the couple not divorcing would be a greater evil than the evil of divorce) <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christian teachings on the importance of family life • the way in which these teachings are likely to make family life more important for religious believers • the promises about family life made in the marriage and baptism services <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the importance of children to non-religious people • social reasons for the importance of family life • personal experience of a non-religious family where family life is very important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 7 (a) AO1 | <ul style="list-style-type: none"> many different races (and cultures) living together in one society different races living together <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> lots of different races <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) AO2 | <p>Indicative content</p> <p>Answers which think women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> the teachings of many Protestant Churches on equal roles for women in religion the belief that Jesus treated women as his equals the idea that religion is seen in a bad light if it does not accept human rights laws <p>Answers which think women should not have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> the teachings of the Catholic Church on Jesus and the apostles being men the teachings of the Catholic Church on the priest representing Jesus in the Mass the belief that God's laws supersede human laws on equal rights <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg the Catholic Church says priests can only be men) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg the Catholic Church says priests can only be men because they represent Jesus who was a man) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • often there can be no religious wedding ceremony because both couples must be members of the religion • the question of which religion the children of the marriage will be brought up in • the problem of death rituals; will the couple have to be buried in separate parts of the cemetery according to their religion? • parents may feel that they will have no contact with their children/grandchildren in the after life • the parents and relatives may feel that their children have betrayed their roots and family by falling in love with someone from a different religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Christian teaching against racism • another Christian teaching against racism • reasons why Christians should follow the teachings of their religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • evidence of racism in a religious society • evidence of religious people being racist • evidence of religious people ignoring the teachings of their religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|--|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the belief that some races are superior to others treating other races badly hating other races <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> hating others an example of racism <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think they do have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> many religions see it as their right to convert everyone to their religion they believe that their religion is the only true religion so they should show the followers of other religions that they are wrong it is part of the right to religious freedom <p>Answers which think they do not have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> trying to convert followers of other religions when living in a multi-faith society is a form of prejudice trying to convert other religions can be regarded as discriminating against those who do not have the same faith as you it can lead to arguments and even violence within a multi-faith society when people are told their religion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it is a legal right) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it is a legal right and part of your religious freedom to try to convert others) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 8 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Jesus treated people of different races equally • in the Parable of the Good Samaritan, Jesus showed that races who hated each other should love each other as neighbours • God created all races in his image • all Christian Churches have condemned racism and urged Christians to work for racial harmony • St Peter had a vision telling him that God has no favourites among the races <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|----------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • any anti-sexism argument • Christian teachings on the equality of women • the experience of Christian Churches which have women as leaders <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Catholic teachings on only men being priests • other Christian teachings on religious leadership being only for men • the need to follow tradition even when it appears to be discriminatory <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS03/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEVING IN GOD

You must answer ONE question from this section.

EITHER

- 1 (a) What is **atheism**? (2)
- (b) Do you think prayer is a waste of time?
Give **two** reasons for your point of view. (4)
- *(c) Explain **how** a religious upbringing in a Roman Catholic family can lead to belief in God. (8)
- (d) "Evil and suffering prove that God does not exist."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **numinous**? (2)
- (b) Do you think God is the cause of the universe?
Give **two** reasons for your point of view. (4)
- *(c) Explain how Roman Catholics respond to the problem of evil and suffering. (8)
- (d) "Religious programmes on television or the radio encourage you to believe in God."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(c)

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(d) (i)

(ii)

SECTION 2 – MATTERS OF LIFE AND DEATH

You must answer ONE question from this section.

EITHER

- 3 (a) What is **non-voluntary euthanasia**? (2)
- (b) Do you agree with euthanasia?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Roman Catholics do not agree with abortion. (8)
- (d) "The paranormal proves that there is life after death."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **resurrection**? (2)
- (b) Do you think we should help to relieve world poverty?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** issue from matters of life and death which has been presented in **one** form of the media, and explain whether the treatment was fair to religious beliefs. (8)
- (d) "Your soul will never die."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(d) (i)

(ii)

SECTION 3 – MARRIAGE AND THE FAMILY

You must answer ONE question from this section.

EITHER

- 5 (a) What is **cohabitation**? (2)
- (b) Do you think divorce is better than an unhappy marriage?
Give **two** reasons for your point of view. (4)
- *(c) Explain why family life is important for Roman Catholics. (8)
- (d) "No Christian should be homosexual."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **re-marriage**? (2)
- (b) Do you think it is right to use contraception?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Christians allow divorce and some do not. (8)
- (d) "Family life is more important for religious people than for non-religious people."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – RELIGION AND COMMUNITY COHESION

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **multi-ethnic** society? (2)
- (b) Do you think women should have equal rights in religion?
Give **two** reasons for your point of view. (4)
- *(c) Explain why mixed-faith marriages may cause problems for religious families. (8)
- (d) "If everyone were religious, there would be no racism."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **racism**? (2)
- (b) Do people from a different religion have the right to try to convert you?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Roman Catholics should help to promote racial harmony. (8)
- (d) "Women should have the same rights as men in religion."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 1 (a) A01 | <ul style="list-style-type: none"> believing that God does not exist not believing in God someone who does not believe in God <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> no God not believing in religion <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think prayer is not a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> the way it improves one's relationship with God the way God answers prayers can improve people's lives praying for other people is a way of showing your love for your neighbour <p>Answers which think prayer is a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> as there is no God, prayer is just talking to yourself unanswered prayers show that prayer is a waste of time it is better to show your love of neighbour by helping them than by praying for them <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it's a way to contact God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it's a way to contact God which helps to make you a better Christian) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|--|
| 1 (c) A01 | <p>The main reasons from a Roman Catholic upbringing are:</p> <ul style="list-style-type: none"> • Roman Catholic parents teach their children to pray, praying to God will make children believe he exists • Roman Catholic parents take their children to church where they will hear all about God existing and so believe he does • Roman Catholic parents encourage their children to take their first communion and confession where they may feel close to God • most Roman Catholic parents send their children to a church school where they will hear all about God existing and so believe he does • Roman Catholic parents encourage their children to be confirmed where they may feel the presence of God in the prayers, vows and anointing <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if God is all-loving (omnibenevolent), he must want to get rid of evil and suffering • if God is all-powerful (omnipotent), he must be able to get rid of evil and suffering • the fact that evil and suffering exists shows that either God is not all-loving and all-powerful, and so does not exist <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if people have free will they must be free to commit evil and cause suffering therefore it is the fault of humans, not God (this is likely to be a developed reason) • evil and suffering may be part of God's purpose of this life being a moral training ground for paradise (this is likely to be a developed reason) • there might be a reason for God allowing evil and suffering which we as mere humans cannot understand <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> a feeling of the presence of something greater than you a feeling of God's presence you get in a church a feeling of something special you get in a holy place <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> a feeling God's presence <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which think God is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> anything as great as the universe needs a cause and God is the only possible cause everything needs a cause and the only possible cause of the universe is God something cannot come from nothing so the universe must have come from God <p>Answers which do not think God is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Big Bang is a more likely cause the universe does not need a cause, it could be eternal who caused God? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg the universe does not need a cause) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg the universe does not need a cause, it could be eternal) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 2 (c) AO1 | <p>The main Roman Catholic responses are:</p> <ul style="list-style-type: none"> • all Roman Catholics believe evil and suffering is against God’s will and that God wants them to help those who suffer • all Roman Catholics do this by trying to help those who suffer in practical ways • most Roman Catholics also feel they should help by praying for those who suffer (intercessionary prayer) to gain God’s strength • some Roman Catholics think that God gave humans free will, and humans have used their free will to do evil things so bringing suffering into the world - so evil and suffering is the fault of humans not God • other Roman Catholics believe that this life is a sort of test in which people prepare their souls for heaven - if there was no evil and suffering, then Roman Catholics would not be able to develop as good people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the way religious believers talk about their experiences of God in programmes • the evidence of miracles in programmes • the way religious programmes can make religion look real and interesting <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the boring nature of religious programmes • the way some programmes can encourage disbelief in God • religious programmes are often more about religion than God's existence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to a doctor ending the life of someone in agony who cannot ask for euthanasia <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> an example of non-voluntary euthanasia ending someone's life painlessly <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which approve of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people who cannot give their permission must be in a state with no dignity or quality of life • there is no point in being kept alive if there is no quality of life • we put pets down when they are in pain, so why not humans? • Christians should do the most loving thing and a gentle death is often the most loving thing <p>Answers which disapprove of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • life is sacred and should only be taken by God • the Bible says quite clearly that Christians must not murder (sixth commandment) • there are many statements in the Bible which say that life and death decisions belong only to God • many Church leaders have said that life is sacred and comes from God, therefore only God can decide when someone should die • Christians believe that doctors are required to save lives, not kill, and to allow them to kill people would be giving them double standards to follow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg life should only be taken by God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg life should only be taken by God because religion teaches that life is sacred because it was made by God) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
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| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • life is holy and belongs to God, only God has the right to end a pregnancy • life begins at conception. Human life begins when an ovum is fertilised and, as there is no break from conception to birth, abortion is therefore taking life • the Ten Commandments teach that it is wrong to take life, therefore abortion is wrong • every person has a natural 'right to life'. A foetus is a human being and abortion destroys its right to life, so it follows that abortion is wrong • the Church believes there is evidence that women who have abortions can suffer from traumas leading to guilt complexes and sometimes mental illness • adoption is always a better solution to unwanted pregnancy than abortion as it preserves life and brings joy to a new family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums claim that they can talk to dead people so there must be life after death • if ghosts exist then dead people have some form of life and there is life after death • people who claim to remember a previous life must be living after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums have been proved to be cheats • ghosts could just be hallucinations • if there is reincarnation wouldn't we all have memories of previous existences? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> rising from the dead the body staying in the grave until the end of the world when it is raised when Jesus was raised from the dead <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life after death <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which believe we should help to relieve world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> teachings of Jesus about helping the poor and suffering such as the Good Samaritan and/or the Sheep and Goats the example of Jesus in helping the poor and suffering such as feeding the 5000 the teachings of the Church about helping the poor <p>Answers which believe it is up to poor people to help themselves are likely to use such reasons as:</p> <ul style="list-style-type: none"> the ideas that giving aid makes people dependent and does nothing to remove the causes of poverty the idea that people should 'stand on their own feet' and work their way out of poverty the idea that poverty is the fault of the people who are poor <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg poverty is the fault of people who are poor) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg poverty is the fault of people who are poor; if they didn't have so many children and worked harder, they wouldn't be poor) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) AO1 | <p>As candidates may choose any issue from: life after death, abortion or euthanasia from any drama, soap opera, or film, a wide range of content is possible. However, the issue must be identifiable as one of the three and the drama/soap/film must be identified for candidates to gain any marks. To go beyond level 1, the religious beliefs must be identified and the fairness of the treatment of those beliefs explained.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christian teachings on the immortality of the soul • the evidence of the resurrection of Jesus • philosophical or paranormal reasons for the soul living on after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the lack of evidence • the evidence that life ends at death • the lack of certainty as to what a soul is <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 5 (a) AO1 | <ul style="list-style-type: none"> living together without being married living as a married couple without being married <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> living together <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> the suffering that can be caused by a couple who no longer love each other being forced to stay together the children's interests being paramount and if they are being harmed by a marriage, divorce should be possible the fact that in St Matthew's Gospel Jesus allows divorce for adultery <p>Answers which disagree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> Jesus banned divorce marriage is a sacrament which cannot be broken when people marry, they make a covenant with God which cannot be broken without God's consent, therefore a couple can never be divorced according to God's law <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because Jesus banned divorce) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because Jesus banned divorce and Christians should do what Jesus commanded) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
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| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> the family was created by God as the basic unit of society and as the only place in which children should be brought up the Bible has many references to the importance of family life raising a Christian family is a major feature of the marriage service the Catechism teaches that the family was created by God to keep society together the family is the place where children learn the difference between right and wrong so that without the family there would be much more evil in the world the family is the place where children are introduced to the faith through baptism and then through being taken to church for worship, first communions etc. - this means that the family is very important for Roman Catholic Christianity to continue and grow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> giving a brief reason not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using two brief reasons or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using three brief reasons or a fully developed reason or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a biblical teaching against homosexuality • the belief that sex should be for procreation which is impossible for homosexual sex • the teachings of certain Christian Churches <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Christian teachings allowing homosexuality in certain circumstances • the idea that religious people are bound to be influenced by the practices of the people around them • the idea that love is more important than religious teachings <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> • marrying again (after being divorced from a previous marriage) • marrying for a second time <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a definition of marriage <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • contraception can improve women’s health and raises the standard of living of children as families are smaller • God created sex for enjoyment and to cement the bonds of marriage. Within marriage contraception allows the role of sex to be separated from making children and this is not against God’s will • there is nothing in the Bible which forbids the use of contraception • the Protestant and Orthodox Churches have declared it is legitimate for Christians to use contraception to limit family size <p>Answers which disagree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • several Popes condemned all forms of artificial contraception and allowed natural methods of contraception as these are part of God’s creation • the Catechism of the Roman Catholic Church allows natural methods and bans artificial methods of contraception • artificial methods of birth control separate the unitive and creative aspects of sex which is not what God intended • some contraceptives bring about a very early abortion and so are against the teaching of the Church <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg contraception can improve women’s health) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg contraception can improve women’s health because having lots of babies weakens women’s bodies) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

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|-----------------|---|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) A01 | <p>Reject answers which only describe one attitude</p> <p>The Roman Catholic Church does not allow divorce because:</p> <ul style="list-style-type: none"> • Jesus taught that divorce is wrong in Mark's Gospel • marriage is a sacrament and the exchange of vows means that the only way a marriage can be dissolved (which is what divorce means) is by the death of one of the partners • the couple have made a covenant with God in the sacrament of marriage and that covenant cannot be broken by any earthly power <p>Non-Roman Catholic Christians allow divorce because:</p> <ul style="list-style-type: none"> • Jesus allowed divorce in <i>Matthew 19:9</i> for a partner's adultery (fornication) • Christians are allowed forgiveness and a new chance for confessed sins, so they should have another chance at marriage as long as they are determined to make it work this time • if the marriage has broken down 'the lesser of two evils' theory means that divorce should be allowed (the effects of the couple not divorcing would be a greater evil than the evil of divorce) <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Roman Catholic teachings on the importance of family life • the way in which these teachings are likely to make family life more important for Roman Catholics • the promises about family life made in the marriage and baptism services <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the importance of children to non-religious people • social reasons for the importance of family life • personal experience of a non-religious family where family life is very important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|--|------|
| 7 (a) A01 | <ul style="list-style-type: none"> many different races (and cultures) living together in one society different races living together <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> lots of different races <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) A02 | <p>Indicative content</p> <p>Answers which think women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> the teachings of many Protestant Churches on equal roles for women in religion the belief that Jesus treated women as his equals the idea that religion is seen in a bad light if it does not accept human rights laws <p>Answers which think women should not have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> the teachings of the Roman Catholic Church on Jesus and the apostles being men the teachings of the Roman Catholic Church on the priest representing Jesus in the Mass the belief that God's laws supersede human laws on equal rights <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg the Roman Catholic Church says priests can only be men) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg the Roman Catholic Church says priests can only be men because they represent Jesus who was a man) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

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|------------------------|---|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 7 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • often there can be no religious wedding ceremony because both couples must be members of the religion • the question of which religion the children of the marriage will be brought up in • the problem of death rituals; will the couple have to be buried in separate parts of the cemetery according to their religion? • parents may feel that they will have no contact with their children/grandchildren in the after life • the parents and relatives may feel that their children have betrayed their roots and family by falling in love with someone from a different religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Roman Catholic teaching against racism • another Roman Catholic teaching against racism • reasons why Roman Catholics should follow the teachings of their religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • evidence of racism in a religious society • evidence of religious people being racist • evidence of religious people ignoring the teachings of their religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|--|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the belief that some races are superior to others treating other races badly hating other races <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> hating others an example of racism <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think they do have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> many religions see it as their right to convert everyone to their religion they believe that their religion is the only true religion so they should show the followers of other religions that they are wrong it is part of the right to religious freedom <p>Answers which think they do not have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> trying to convert followers of other religions when living in a multi-faith society is a form of prejudice trying to convert other religions can be regarded as discriminating against those who do not have the same faith as you it can lead to arguments and even violence within a multi-faith society when people are told their religion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it is a legal right) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it is a legal right and part of your religious freedom to try to convert others) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 8 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Jesus treated people of different races equally • St Peter had a vision from God telling him that God has no favourites among the races • in the Parable of the Good Samaritan, Jesus showed that races who hated each other (as did the Jews and Samaritans) should love each other as neighbours • St Paul taught that everyone is equal in Christ and so there can be no divisions of race among Christians • St Paul also taught that as God created all nations from one man, Adam, all nations are therefore equal to each other • there are Roman Catholic cardinals and bishops of every race and colour of skin • the Church is dedicated to fighting racism in all its forms <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • any anti-sexism argument • Christian teachings on the equality of women • the experience of Christian Churches which have women as leaders <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Roman Catholic teachings on only men being priests • other Christian teachings on religious leadership being only for men • the need to follow tradition even when it appears to be discriminatory <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 4: Religion and Life Based on a Study of Islam

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS04/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEVING IN ALLAH

You must answer ONE question from this section.

EITHER

- 1 (a) What is **atheism**? (2)
- (b) Do you think prayer is a waste of time?
Give **two** reasons for your point of view. (4)
- *(c) Explain how a religious upbringing in a Muslim family can lead to belief in Allah. (8)
- (d) "Evil and suffering prove that Allah does not exist."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **numinous**? (2)
- (b) Do you think Allah is the cause of the universe?
Give **two** reasons for your point of view. (4)
- *(c) Explain how Muslims respond to the problem of evil and suffering. (8)
- (d) "Religious programmes on television or the radio encourage you to believe in Allah."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – MATTERS OF LIFE AND DEATH

You must answer ONE question from this section.

EITHER

- 3 (a) What is **non-voluntary euthanasia**? (2)
- (b) Do you agree with euthanasia?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Muslims do not agree with abortion. (8)
- (d) "The paranormal proves that there is life after death."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **resurrection**? (2)
- (b) Do you think we should help to relieve world poverty?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** issue from matters of life and death which has been presented in **one** form of the media, and explain whether the treatment was fair to religious beliefs. (8)
- (d) "Your soul will never die."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(c)

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(d) (i)

(ii)

SECTION 3 – MARRIAGE AND THE FAMILY

You must answer ONE question from this section.

EITHER

- 5 (a) What is **cohabitation**? (2)
- (b) Do you think divorce is better than an unhappy marriage?
Give **two** reasons for your point of view. (4)
- *(c) Explain why family life is important for Muslims. (8)
- (d) "No Muslim should be homosexual."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **re-marriage**? (2)
- (b) Do you think it is right to use contraception?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Muslims allow divorce and some do not. (8)
- (d) "Family life is more important for religious people than for non-religious people."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – RELIGION AND COMMUNITY COHESION

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **multi-ethnic** society? (2)
- (b) Do you think women should have equal rights in religion?
Give **two** reasons for your point of view. (4)
- *(c) Explain why mixed-faith marriages may cause problems for religious families. (8)
- (d) "If everyone were religious, there would be no racism."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **racism**? (2)
- (b) Do people from a different religion have the right to try to convert you?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Muslims should help to promote racial harmony. (8)
- (d) "Women should have the same rights as men in religion."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 4: Religion and Life based on a Study of Islam

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 1 (a) AO1 | <ul style="list-style-type: none"> believing that Allah does not exist not believing in Allah someone who does not believe in Allah <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> not believing in religion <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) AO2 | <p>Indicative content</p> <p>Answers which think prayer is not a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> the way it improves one's relationship with Allah it is the five times a day form of worship set down by Allah the way Allah answers prayers can improve people's lives prayer is the way to communicate with Allah <p>Answers which think prayer is a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> as there is no God, prayer is just talking to yourself no one can manage to pray five times a day and lead a normal life unanswered prayers show that prayer is a waste of time prayer cannot be a means of communicating with something that does not exist <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it's a way to contact Allah) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it's a way to contact Allah which helps to make you a better Muslim) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 1 (c) AO1 | <p>The main reasons from a Muslim upbringing are:</p> <ul style="list-style-type: none"> • Muslim parents teach their children to pray, praying to Allah will make children believe he exists • Muslim parents take their children to madrasah where they will hear all about Allah existing and so believe he does • many Muslim parents send their children to an Islamia school where they will hear all about Allah existing and so believe he does • Muslim parents practise sawm during Ramadan which will show the children the power and presence of Allah • the celebrations at the Ids will involve the children in the faith of Islam and encourage them to believe in Allah <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if Allah is all-merciful and compassionate, he must want to get rid of evil and suffering • if Allah is all-powerful (omnipotent), he must be able to get rid of evil and suffering • the fact that evil and suffering exists shows that either Allah is not all-compassionate and all-powerful, and so does not exist <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if people have free will they must be free to commit evil and cause suffering therefore it is the fault of humans, not Allah (this is likely to be a developed reason) • evil and suffering may be part of Allah’s purpose of this life being a test with paradise as a reward for those who pass (this is likely to be a developed reason) • there might be a reason for Allah allowing evil and suffering which we as mere humans cannot understand <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> a feeling of the presence of something greater than you a feeling of Allah's presence you get in a mosque a feeling of something special you get in a holy place <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a feeling of Allah a feeling of something greater than you <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which think Allah is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> anything as great as the universe needs a cause and Allah is the only possible cause everything needs a cause and the only possible cause of the universe is Allah something cannot come from nothing so the universe must have come from Allah <p>Answers which do not think Allah is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Big Bang is a more likely cause the universe does not need a cause, it could be eternal who caused Allah? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg the universe does not need a cause) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg the universe does not need a cause, it could be eternal) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 2 (c) A01 | <p>The main Muslim responses are:</p> <ul style="list-style-type: none"> • most Muslims respond to evil and suffering by helping those who suffer • most Muslims respond by praying for those who suffer • many Muslims respond by believing that this life is a test from Allah • many Muslims respond by believing that Allah gave Satan the power to test humans with evil, and humans are judged on how well they stand up to Satan <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>2 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the way religious believers talk about their experiences of Allah in programmes • the evidence of miracles in programmes • the way religious programmes can make religion look real and interesting <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the boring nature of religious programmes • the way some programmes can encourage disbelief in Allah • religious programmes are often more about religion than Allah's existence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to a doctor ending the life of someone in agony who cannot ask for euthanasia <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> an example of non-voluntary euthanasia ending someone's life painlessly <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which approve of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people who cannot give their permission must be in a state with no dignity or quality of life • there is no point in being kept alive if there is no quality of life • we put pets down when they are in pain, so why not humans? • medicine has improved so much that people are now kept alive who would have died so doctors should be able to decide whether the life they are likely to have is worth keeping them alive <p>Answers which disapprove of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • life is sacred and should only be taken by Allah • the Qur'an says quite clearly that Muslims must not murder • there are many statements in the Qur'an which say that life and death decisions belong only to Allah • the Shari'ah says that life is sacred and comes from Allah, therefore only Allah can decide when someone should die • Muslims believe that doctors are required to save lives, not kill, and to allow them to kill people would be giving them double standards to follow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg life should only be taken by Allah) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg life should only be taken by Allah because religion teaches that life is sacred because it was made by Allah) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|---|
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • some Muslims believe that life is holy and belongs to Allah, only Allah has the right to end a pregnancy • some Muslims believe the soul is given at the moment of conception and so the foetus is a human being from conception • the Qur'an says murder is wrong and they think abortion is murder because life begins at conception • the Qur'an says you should not kill your children for fear of want • some Muslims believe that the Shari'ah bans abortion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums claim that they can talk to dead people so there must be life after death • if ghosts exist then dead people have some form of life and there is life after death • people who claim to remember a previous life must be living after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums have been proved to be cheats • ghosts could just be hallucinations • if there is reincarnation wouldn't we all have memories of previous existences? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> rising from the dead the body staying in the grave until the end of the world when it is raised <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life after death <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which believe we should help to relieve world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> teachings of the Qur'an about helping the poor and suffering the pillar of zakah and how it requires helping the poor and suffering the teachings about the ummah of Islam and how community and brotherhood requires helping the poor <p>Answers which believe it is up to poor people to help themselves are likely to use such reasons as:</p> <ul style="list-style-type: none"> the ideas that giving aid makes people dependent and does nothing to remove the causes of poverty the idea that people should 'stand on their own feet' and work their way out of poverty the idea that poverty is the fault of the people who are poor <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg poverty is the fault of people who are poor) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg poverty is the fault of people who are poor; if they didn't have so many children and worked harder, they wouldn't be poor) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|-----------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) AO1 | <p>As candidates may choose any issue from: life after death, abortion or euthanasia from any drama, soap opera, or film, a wide range of content is possible. However, the issue must be identifiable as one of the three and the drama/soap/film must be identified for candidates to gain any marks. To go beyond level 1, the religious beliefs must be identified and the fairness of the treatment of those beliefs explained.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the teachings of the Qur'an on life after death • the beliefs about barzakh • the teachings of the hadith about the survival of the soul <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the lack of evidence • the evidence that life ends at death • the lack of certainty as to what a soul is <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 5 (a) AO1 | <ul style="list-style-type: none"> • living together without being married • living as a married couple without being married <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> • living together <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Qur'an clearly permits divorce • the Shari'ah permits divorce and has many laws about how it should operate • the suffering that can be caused by a couple who no longer love each other being forced to stay together • marriage is a contract in Islam and contracts can be ended <p>Answers which disagree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • there is a hadith where Muhammad is reported to have said that divorce is the most hated of things which have been allowed • most marriages are arranged by families who want to keep the marriage working • divorce can have bad effects on any children <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg because Muhammad disliked divorce) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg because Muhammad disliked divorce and Muslims should follow the example and teachings of Muhammad) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 5 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • children are a gift from Allah and that, at the end of the world, they will be judged by Allah on how well they have brought up their children • the family was created by Allah as the basic unit of society and as the only place in which children should be brought up. Therefore it is the most important part of society and without the family society would collapse • all Muslims are expected to follow the perfect example of the prophet Muhammad who married and raised a family • the family is the place where children learn the difference between right and wrong so that without the family there would be much more evil in the world • the family is the place where children are introduced to the faith through aqīqa, Salah and Ramadan at home, being taken to madrasah, festivals etc. This means that the family is very important for Islam to continue and grow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Qur’anic teaching against homosexuality • the belief that sex should be for procreation which is impossible for homosexual sex • the teachings of the Shari’ah <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the belief that homosexuality is genetic and so some religious people will be homosexual • the idea that religious people are bound to be influenced by the practices of the people around them • the acceptance of homosexuality by some Muslim groups <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> • marrying again (after being divorced from a previous marriage) • marrying for a second time <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a definition of marriage <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • contraception improves women’s health and raises the standard of living of children as families are smaller • Allah created sex for enjoyment and to cement the bonds of marriage. Within marriage contraception allows the role of sex to be separated from making children and this is not against Allah’s will • there is nothing in the Qur’an which forbids the use of contraception <p>Answers which disagree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • some Muslim lawyers have condemned all forms of artificial contraception • Allah intended sex for procreation which contraception prevents • some contraceptives bring about a very early abortion and so are taking life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg contraception can improve women’s health) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg contraception can improve women’s health because having lots of babies weakens women’s bodies) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

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|-----------------|--|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) A01 | <p>Reject answers which only describe one attitude</p> <p>Some Muslims disagree with divorce because:</p> <ul style="list-style-type: none"> • there is a hadith where Muhammad is reported to have said that divorce is the most hated of things which have been allowed • most marriages are arranged by families who want to keep the marriage working • divorce can have bad effects on any children <p>Most Muslims allow divorce because:</p> <ul style="list-style-type: none"> • the Qur'an clearly permits divorce • the Shari'ah permits divorce and has many laws about how it should operate • they believe it is better to divorce than have hatred and bitterness • marriage is a contract in Islam and contracts can be ended <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|---------|-----|---|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Islamic teachings on the importance of family life • the way in which these teachings are likely to make family life more important for religious believers • the importance of family life when marriages are arranged by families <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the importance of children to non-religious people • social reasons for the importance of family life • personal experience of a non-religious family where family life is very important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 7 (a) AO1 | <ul style="list-style-type: none"> many different races (and cultures) living together in one society different races living together <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> lots of different races <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) AO2 | <p>Indicative content</p> <p>Answers which think women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Qur'an teaches that men and women are equal in religion and education • there is evidence from the life of the Prophet that Muhammad encouraged both men and women to worship in the mosque • there were women religious leaders during the early stages of Islam whose advice was asked by the early caliphs <p>Answers which think women should not have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Qur'an teaches that women have been created to bear children and men to provide for them, therefore men should be leaders • the Qur'an teaches that women should only inherit half of what a man inherits showing that men are more important than women • it is traditional for only men to attend the mosque and to be imams <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg the Qur'an teaches that women bear children and men provide for them) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the Qur'an teaches that women bear children and men provide for them, therefore only men should be religious leaders) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • often there can be no religious wedding ceremony because both couples must be members of the religion • the question of which religion the children of the marriage will be brought up in • the problem of death rituals; will the couple have to be buried in separate parts of the cemetery according to their religion? • parents may feel that they will have no contact with their children/grandchildren in the after life • the parents and relatives may feel that their children have betrayed their roots and family by falling in love with someone from a different religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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|---------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Muslim teaching against racism • another Muslim teaching against racism • reasons why Muslims should follow the teachings of their religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • evidence of racism in a religious society • evidence of religious people being racist • evidence of religious people ignoring the teachings of their religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the belief that some races are superior to others treating other races badly hating other races <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> hating others an example of racism <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think they do have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> many religions see it as their right to convert everyone to their religion they believe that their religion is the only true religion so they should show the followers of other religions that they are wrong it is part of the right to religious freedom <p>Answers which think they do not have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> trying to convert followers of other religions when living in a multi-faith society is a form of prejudice trying to convert other religions can be regarded as discriminating against those who do not have the same faith as you it can lead to arguments and even violence within a multi-faith society when people are told their religion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it is a legal right) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it is a legal right and part of your religious freedom to try to convert others) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------------|---|---|
| 8 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • the Qur'an teaches that all races are equal in the eyes of Allah • Allah created the whole of humanity from one pair of humans, therefore all races are related and none can be regarded as superior • there are many sayings of the Prophet Muhammad which promote racial harmony • in his final sermon, Muhammad said that every Muslim is a brother to every other Muslim, and so there should be no racism among Muslims • Muhammad also led by example, his first prayer caller was a black Muslim, whereas Muhammad was Middle Eastern, so showing Muhammad promoting racial harmony <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Qur'an teaches that men and women are equal in religion and education • there is evidence from the life of the Prophet that Muhammad encouraged both men and women to worship in the mosque • there were women religious leaders during the early stages of Islam whose advice was asked by the early caliphs <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the Qur'an teaches that women have been created to bear children and men to provide for them therefore men should be leaders • it is traditional for only men to attend the mosque and to be imams • the need to follow tradition even when it appears to be discriminatory <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 5: Religion and Life Based on a Study of Judaism

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS05/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEVING IN THE ALMIGHTY

You must answer ONE question from this section.

EITHER

- 1 (a) What is **atheism**? (2)
- (b) Do you think prayer is a waste of time?
Give **two** reasons for your point of view. (4)
- *(c) Explain how a religious upbringing in a Jewish family can lead to belief in the Almighty. (8)
- (d) "Evil and suffering prove that the Almighty does not exist."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **numinous**? (2)
- (b) Do you think the Almighty is the cause of the universe?
Give **two** reasons for your point of view. (4)
- *(c) Explain how Jewish people respond to the problem of evil and suffering. (8)
- (d) "Religious programmes on television or the radio encourage you to believe in the Almighty."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – MATTERS OF LIFE AND DEATH

You must answer ONE question from this section.

EITHER

- 3 (a) What is **non-voluntary euthanasia**? (2)
- (b) Do you agree with euthanasia?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Jewish people do not agree with abortion. (8)
- (d) "The paranormal proves that there is life after death."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **resurrection**? (2)
- (b) Do you think we should help to relieve world poverty?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** issue from matters of life and death which has been presented in **one** form of the media, and explain whether the treatment was fair to religious beliefs. (8)
- (d) "Your soul will never die."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(d) (i)

(ii)

SECTION 3 – MARRIAGE AND THE FAMILY

You must answer ONE question from this section.

EITHER

- 5 (a) What is **cohabitation**? (2)
- (b) Do you think divorce is better than an unhappy marriage?
Give **two** reasons for your point of view. (4)
- *(c) Explain why family life is important for Jewish people. (8)
- (d) "No Jewish person should be homosexual."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **re-marriage**? (2)
- (b) Do you think it is right to use contraception?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Jewish people have equal divorce rights and some do not. (8)
- (d) "Family life is more important for religious people than for non-religious people."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – RELIGION AND COMMUNITY COHESION

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **multi-ethnic** society? (2)
- (b) Do you think women should have equal rights in religion?
Give **two** reasons for your point of view. (4)
- *(c) Explain why mixed-faith marriages may cause problems for religious families. (8)
- (d) "If everyone were religious, there would be no racism."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **racism**? (2)
- (b) Do people from a different religion have the right to try to convert you?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Jewish people should help to promote racial harmony. (8)
- (d) "Women should have the same rights as men in religion."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 5: Religion and Life Based on a Study of Judaism

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|--|------|
| 1 (a) AO1 | <ul style="list-style-type: none"> believing that the Almighty does not exist not believing in the Almighty someone who does not believe in the Almighty <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> not believing in religion <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (b) AO2 | <p>Indicative content</p> <p>Answers which think prayer is not a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> the way it improves one's relationship with the Almighty the way the Almighty answers prayers can improve people's lives prayer is the way to communicate with the Almighty <p>Answers which think prayer is a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> as there is no God, prayer is just talking to yourself unanswered prayers show that prayer is a waste of time prayer cannot be a means of communicating with something that does not exist <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it's a way to contact the Almighty) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it's a way to contact the Almighty which helps to make you a better Jew) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 1 (c) A01 | <p>The main reasons from a Jewish upbringing are:</p> <ul style="list-style-type: none"> • Jewish parents teach their children to pray, praying to the Almighty will make children believe he exists • Jewish parents take their children to synagogue where they will hear all about the Almighty existing and so believe he does • many Jewish parents send their children to a Jewish school where they will hear all about the Almighty existing and so believe he does • celebration of Shabbat and the festivals at home will show the children the power and presence of the Almighty • keeping kosher will involve the children in the faith of Judaism and encourage them to believe in the Almighty <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if the Almighty is benevolent, he must want to get rid of evil and suffering • if the Almighty is all-powerful (omnipotent), he must be able to get rid of evil and suffering • the fact that evil and suffering exists shows that either the Almighty is not benevolent and all-powerful, and so does not exist <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if people have free will they must be free to commit evil and cause suffering therefore it is the fault of humans, not the Almighty (this is likely to be a developed reason) • evil and suffering may be part of the Almighty's purpose of this life being a test with paradise as a reward for those who pass (this is likely to be a developed reason) • there might be a reason for the Almighty allowing evil and suffering which we as mere humans cannot understand <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> • a feeling of the presence of something greater than you • a feeling of the Almighty's presence you get in a synagogue • a feeling of something special you get in a holy place <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a feeling of the Almighty • a feeling of something greater than you <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which think the Almighty is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> • anything as great as the universe needs a cause and the Almighty is the only possible cause • everything needs a cause and the only possible cause of the universe is the Almighty • something cannot come from nothing so the universe must have come from the Almighty <p>Answers which do not think the Almighty is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Big Bang is a more likely cause • the universe does not need a cause, it could be eternal • who caused the Almighty? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg the universe does not need a cause) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the universe does not need a cause, it could be eternal) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 2 (c) AO1 | <p>The main Jewish responses are:</p> <ul style="list-style-type: none"> • most Jewish people respond to evil and suffering by helping those who suffer • most Jewish people respond by praying for those who suffer • many Jewish people respond by believing that this life is a test from the Almighty • many Jewish people respond by believing that the Almighty has a reason for allowing evil and suffering which is beyond the comprehension of humans <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>2 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the way religious believers talk about their experiences of the Almighty in programmes • the evidence of miracles in programmes • the way religious programmes can make religion look real and interesting <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the boring nature of religious programmes • the way some programmes can encourage disbelief in the Almighty • religious programmes are often more about religion than the Almighty's existence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to a doctor ending the life of someone in agony who cannot ask for euthanasia <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> an example of non-voluntary euthanasia ending someone's life painlessly <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which approve of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people who cannot give their permission must be in a state with no dignity or quality of life • there is no point in being kept alive if there is no quality of life • we put pets down when they are in pain, so why not humans? • medicine has improved so much that people are now kept alive who would have died so doctors should be able to decide whether the life they are likely to have is worth keeping them alive <p>Answers which disapprove of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • life is sacred and should only be taken by the Almighty • the Torah says quite clearly that Jewish people must not murder • there are many statements in the Tenakh which say that life and death decisions belong only to the Almighty • the halakah says that life is sacred and comes from the Almighty, therefore only the Almighty can decide when someone should die • Jewish people believe that doctors are required to save lives, not kill, and to allow them to kill people would be giving them double standards to follow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg life should only be taken by the Almighty) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg life should only be taken by the Almighty because religion teaches that life is sacred because it was made by the Almighty) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Judaism teaches that life is holy and belongs to the Almighty, so some Jewish people believe that only the Almighty has the right to end a pregnancy • some Jewish people believe that life begins at conception. Human life begins when an ovum is fertilised and, as there is no break from conception to birth, abortion is therefore taking life • the Ten Commandments teach that it is wrong to take life, therefore abortion is wrong • every person has a natural 'right to life'. A foetus is a human being and abortion destroys its right to life, so it follows that abortion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums claim that they can talk to dead people so there must be life after death • if ghosts exist then dead people have some form of life and there is life after death • people who claim to remember a previous life must be living after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums have been proved to be cheats • ghosts could just be hallucinations • if there is reincarnation wouldn't we all have memories of previous existences? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> rising from the dead the body staying in the grave until the end of the world when it is raised <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life after death <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which believe we should help to relieve world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> teachings of the Torah about helping the poor and suffering the belief in tzedekah and how it requires helping the poor and suffering helping the poor is the best way of showing of love of neighbour and love of the Almighty <p>Answers which believe it is up to poor people to help themselves are likely to use such reasons as:</p> <ul style="list-style-type: none"> the ideas that giving aid makes people dependent and does nothing to remove the causes of poverty the idea that people should ‘stand on their own feet’ and work their way out of poverty the idea that poverty is the fault of the people who are poor <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg poverty is the fault of people who are poor) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg poverty is the fault of people who are poor; if they didn’t have so many children and worked harder, they wouldn’t be poor) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) AO1 | <p>As candidates may choose any issue from: life after death, abortion or euthanasia from any drama, soap opera, or film, a wide range of content is possible. However, the issue must be identifiable as one of the three and the drama/soap/film must be identified for candidates to gain any marks. To go beyond level 1, the religious beliefs must be identified and the fairness of the treatment of those beliefs explained.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the teachings the Tenakh on life after death • the beliefs about life after death in the Thirteen Principles of Faith • philosophical or paranormal reasons for the soul living on after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the lack of evidence • the evidence that life ends at death • the lack of certainty as to what a soul is <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 5 (a) A01 | <ul style="list-style-type: none"> living together without being married living as a married couple without being married <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> living together <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which agree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Torah clearly permits divorce the halakhah permits divorce and has many rules about how it should operate the suffering that can be caused by a couple who no longer love each other being forced to stay together marriage is a contract in Judaism and contracts can be ended <p>Answers which disagree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> Jewish marriage is intended to be a life-long union many marriages are arranged by families who want to keep the marriage working divorce can have bad effects on any children and the family is at the heart of Judaism <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because the Torah permits divorce) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because the Torah permits divorce and Jewish people should do what the Torah commands) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • the family was created by the Almighty as the basic unit of society and as the only place in which children should be brought up • the family is the most important part of society and without the family society would collapse • Judaism is usually passed on by birth, and only children of married Jewish parents are automatically Jewish • marriage and having children are regarded as a duty for Jews to ensure the continuation of the Jewish people and religion. The family is a way of fulfilling the mitzvot • the family is the place where children learn the difference between right and wrong so that without the family there would be much more evil in the world • in Judaism, the family is the place where children are introduced to the faith through brit milah, observing Shabbat at home, being taken to synagogue, celebrating festivals etc. This means that the family is very important for Judaism to continue and grow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>5 (d) A02</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Torah teaching against homosexuality • the belief that sex should be for procreation which is impossible for homosexual sex • the teachings of the rabbis <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the belief that homosexuality is genetic and so some religious people will be homosexual • the idea that religious people are bound to be influenced by the practices of the people around them • the acceptance of homosexuality by some Reform Jews <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> • marrying again (after being divorced from a previous marriage) • marrying for a second time <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> • a definition of marriage <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • contraception can improve women's health and raises the standard of living of children as families are smaller • the Almighty created sex for enjoyment and to cement the bonds of marriage. Within marriage, contraception allows the role of sex to be separated from making children and this is not against the Almighty's will • there is nothing in the Torah which forbids the use of contraception by women <p>Answers which disagree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Orthodox Jews believe that the Torah bans the use of condoms • some Jews believe that he Almighty intended sex for procreation which contraception prevents • some contraceptives bring about a very early abortion and so are taking life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg contraception can improve women's health) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg contraception can improve women's health because having lots of babies weakens women's bodies) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| | | |
|-----------------|--|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) A01 | <p>Reject answers which only describe one attitude</p> <p>Orthodox Jews believe that divorce should be initiated by the man who must apply for a get from the Bet Din because:</p> <ul style="list-style-type: none"> • the Torah says that a man must give his wife a certificate of divorce • the halakhah says that only men can apply to the Bet Din for a get and that women cannot re-marry without a get (if they do, their children are regarded as illegitimate) <p>Reform and Liberal Jews have a different attitude from the Orthodox because:</p> <ul style="list-style-type: none"> • they believe that the Torah and halakhah are not the direct word of the Almighty and should be interpreted in the light of the modern world • they believe that men and women should have equal rights in religion (they have women rabbis) which means they should have equal rights in divorce <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>6 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Jewish teachings on the importance of family life • the way in which these teachings are likely to make family life more important for religious believers • the importance of family life when marriages are arranged by families <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the importance of children to non-religious people • social reasons for the importance of family life • personal experience of a non-religious family where family life is very important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|--|------|
| 7 (a) AO | <ul style="list-style-type: none"> many different races (and cultures) living together in one society different races living together <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> lots of different races <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) AO2 | <p>Indicative content</p> <p>Answers which think women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • in Reform and Progressive Judaism, men and women have completely equal roles. Women and men worship together and there are women rabbis • in Reform and Progressive Judaism, women can form a minyan and be witnesses in court • Reform and Progressive Jews believe that the Torah is not the word of the Almighty, but is inspired by the Almighty and so can be interpreted for today • Reform and Progressive Jews believe that Judaism should relate to attitudes in the modern world and so should accept equal rights for women <p>Answers which think women should not have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is the teaching of the Talmud and rabbis • the Orthodox believe the mitzvot only apply to men (the rabbis exempted women from all mitzvot applying to a particular time) • the Orthodox believe that women cannot form a minyan • the Orthodox believe that women cannot be witnesses in a Bet Din court <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg women cannot form a minyan) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg women cannot form a minyan and so cannot be leaders of a synagogue) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • often there can be no religious wedding ceremony because both couples must be members of the religion • the question of which religion the children of the marriage will be brought up in • the problem of death rituals; will the couple have to be buried in separate parts of the cemetery according to their religion? • parents may feel that they will have no contact with their children/grandchildren in the afterlife • the parents and relatives may feel that their children have betrayed their roots and family by falling in love with someone from a different religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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|----------------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Jewish teaching against racism • another Jewish teaching against racism • reasons why Jewish people should follow the teachings of their religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • evidence of racism in a religious society • evidence of religious people being racist • evidence of religious people ignoring the teachings of their religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the belief that some races are superior to others treating other races badly hating other races <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> hating others an example of racism <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think they do have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> many religions see it as their right to convert everyone to their religion they believe that their religion is the only true religion so they should show the followers of other religions that they are wrong it is part of the right to religious freedom <p>Answers which think they do not have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> trying to convert followers of other religions when living in a multi-faith society is a form of prejudice trying to convert other religions can be regarded as discriminating against those who do not have the same faith as you it can lead to arguments and even violence within a multi-faith society when people are told their religion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it is a legal right) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it is a legal right and part of your religious freedom to try to convert others) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|--|
| 8 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> the Torah teaches racial harmony. It shows that all humans can be traced back to Adam and Eve and so they must all be brothers and sisters many rabbis interpret, 'This is the book of the generations of man' (<i>Genesis 5:1</i>) to mean that the Almighty did not divide people into races or colours the main teaching of the Torah that the Almighty is one is taken by most rabbis to mean that humanity is also one because it was created by the one Almighty there is a lot of teaching in the Tenakh about how the Almighty cares for the oppressed and wants his people to bring justice to the world. This means that Jews must stop any form of racism (oppression based on race) and end the injustice of bad treatment based on race the Tenakh teaches that Jews have been given a special responsibility by the Almighty to show the Almighty's laws to the rest of humanity and part of this responsibility must be promoting racial harmony there have been many racist attacks on Jews over the past two thousand years, culminating in the Holocaust during the Second World War when the Nazis tried to destroy the whole Jewish race. This makes it impossible for most Jews to regard racism as anything but evil <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> giving a brief reason not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using two brief reasons or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using three brief reasons or a fully developed reason or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|---------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|---------|-----|---|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • in Reform and Progressive Judaism, men and women have completely equal roles. Women and men worship together and there are women rabbis • in Reform and Progressive Judaism, women can form a minyan and be witnesses in court • Reform and Progressive Jew believe that the Torah is not the word of the Almighty, but is inspired by the Almighty and so can be interpreted for today • Reform and Progressive Jews believe that Judaism should relate to attitudes in the modern world and so should accept equal rights for women <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the Talmud and Orthodox rabbis teach that men have a more important role than women in Judaism • the Orthodox believe the mitzvot only apply to men (the rabbis exempted women from all mitzvot applying to a particular time) • the Orthodox believe that women cannot form a minyan • the Orthodox believe that women cannot be witnesses in a Bet Din court <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons | <p>6</p> |

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| | 3 marks for <ul style="list-style-type: none">• three simple reasons• or two developed reasons• or a fully developed reason | |
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Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 6: Religion and Life Based on a Study of Hinduism

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS06/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEVING IN GOD

You must answer ONE question from this section.

EITHER

- 1 (a) What is **atheism**? (2)
- (b) Do you think prayer is a waste of time?
Give **two** reasons for your point of view. (4)
- *(c) Explain how a religious upbringing in a Hindu family can lead to belief in God. (8)
- (d) "People who suffer have only themselves to blame."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **numinous**? (2)
- (b) Do you think the Bhagavad Gita proves that God exists?
Give **two** reasons for your point of view. (4)
- *(c) Explain how Hindus respond to the problem of evil and suffering. (8)
- (d) "Religious programmes on television or the radio encourage you to believe in God."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – MATTERS OF LIFE AND DEATH

You must answer ONE question from this section.

EITHER

- 3 (a) What is **non-voluntary euthanasia**? (2)
- (b) Do you agree with euthanasia?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Hindus do not agree with abortion. (8)
- (d) "The paranormal proves that there is life after death."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **resurrection**? (2)
- (b) Do you think we should help to relieve world poverty?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** issue from matters of life and death which has been presented in **one** form of the media, and explain whether the treatment was fair to religious beliefs. (8)
- (d) "Your soul will never die."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(c)

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(d) (i)

(ii)

SECTION 3 – MARRIAGE AND THE FAMILY

You must answer ONE question from this section.

EITHER

- 5 (a) What is **cohabitation**? (2)
- (b) Do you think divorce is better than an unhappy marriage?
Give **two** reasons for your point of view. (4)
- *(c) Explain why family life is important for Hindus. (8)
- (d) "No Hindu should be homosexual."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **re-marriage**? (2)
- (b) Do you think it is right to use contraception?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Hindus allow divorce and some do not. (8)
- (d) "Family life is more important for religious people than for non-religious people."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – RELIGION AND COMMUNITY COHESION

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **multi-ethnic** society? (2)
- (b) Do you think women should have equal rights in religion?
Give **two** reasons for your point of view. (4)
- *(c) Explain why mixed-faith marriages may cause problems for religious families. (8)
- (d) "If everyone were religious, there would be no racism."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **racism**? (2)
- (b) Do people from a different religion have the right to try to convert you?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Hindus should help to promote racial harmony. (8)
- (d) "Women should have the same rights as men in religion."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 6: Religion and Life Based on a Study of Hinduism

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|--|------|
| 1 (a) A01 | <ul style="list-style-type: none"> believing that God does not exist not believing in God someone who does not believe in God <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> not believing in religion <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think prayer is not a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> the way it improves one's relationship with God it is the form of worship set down by God the way God answers prayers can improve people's lives prayer is the way to communicate with God <p>Answers which think prayer is a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> as there is no God, prayer is just talking to yourself there is no need to worship God, if he exists he can't want to know how much we love him unanswered prayers show that prayer is a waste of time prayer cannot be a means of communicating with something that does not exist <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it's a way to contact God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it's a way to contact God which helps to make you a better Hindu) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 1 (c) AO1 | <p>The main reasons from a Hindu upbringing are:</p> <ul style="list-style-type: none"> • Hindu parents teach their children about Hinduism which will make children believe God exists • Hindu parents take their children to the mandir where they will hear all about God existing and so believe he does • Hindu parents will have daily puja at the home shrine which will encourage children to believe in God • Hindu parents will take their children to the mandir for special events and festivals, where they will be supported in belief in God • some Hindu parents send their children to Hindu schools where they will be encouraged to believe in God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>1 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the law of karma dictates that suffering in the present must be the result of our own actions in the past • humans choose how to behave, knowing that it will affect future lives • the only way to escape suffering is to accept responsibility/ blame for its cause <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • accidents, being hurt by others, and being born into suffering can't possibly be the fault of the sufferer • although some people choose to act in such a way that they suffer as a result, this isn't true in all cases • there is no link between behaviour in one life and the next <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> • a feeling of the presence of something greater than you • a feeling of God's presence you get in a mandir • a feeling of something special you get in a holy place <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a feeling of God • a feeling of something greater than you <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>2 (b) A02</p> | <p>Indicative content Answers which think the Bhagavad Gita proves that God exists are likely to use such reasons as:</p> <ul style="list-style-type: none"> • in the Bhagavad Gita God clearly reveals his true nature and, therefore, existence to mankind • many Hindus consider the Bhagavad Gita to be a revelatory text • only true revelation from God could bring such profound truths as those in the Bhagavad Gita <p>Answers which do not think the Bhagavad Gita proves that God exists are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Bhagavad Gita is a smriti text and, as such, is not a revelation of the truth but a human myth • the Bhagavad Gita doesn't put forward arguments for the existence of God, it just assumes God exists • no sacred text can actually prove God exists, they merely support the faith of believers <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 2 (c) AO1 | <p>The main Hindu responses are:</p> <ul style="list-style-type: none"> • some Hindus think that evil and suffering is a part of samsara and so people suffer because of the way they behaved in their last life • such Hindus respond to evil and suffering by following their duty to repay what they have done wrong. By following karma yoga they will reduce suffering and gain moksha • other Hindus respond by trying to help those who suffer and by trying to prevent suffering because they believe this will build up good karma for their next life • many Hindus use the concept of ahimsa (non-violence) to avoid and prevent evil and suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>2 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the way religious believers talk about their experiences of God in programmes • the evidence of miracles in programmes • the way religious programmes can make religion look real and interesting <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the boring nature of religious programmes • the way some programmes can encourage disbelief in God • religious programmes are often more about religion than God's existence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to a doctor ending the life of someone in agony who cannot ask for euthanasia <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> an example of non-voluntary euthanasia ending someone's life painlessly <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|------------------------------------|---|----------|
| <p>3 (b) AO2</p> | <p>Indicative content</p> <p>Answers which approve of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people who cannot give their permission must be in a state with no dignity or quality of life • there is no point in being kept alive if there is no quality of life • we put pets down when they are in pain, so why not humans? • medicine has improved so much that people are now kept alive who would have died so doctors should be able to decide whether the life they are likely to have is worth keeping them alive <p>Answers which disapprove of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the teaching on ahimsa means that any harm done to humans is wrong and creates bad karma preventing moksha. So all forms of euthanasia are wrong for Hindus • Hindu teaching on the sanctity of life means that euthanasia would be damaging a soul which is part of Brahman • the law of karma means that only God can give and take life at the right time <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg life should only be taken by God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg life should only be taken by God because religion teaches that life is sacred because it was made by God) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 3 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • some Hindus believe that life begins at conception. Human life begins when an ovum is fertilised and, as there is no break from conception to birth, abortion is therefore taking life • some Hindus believe that taking life gives bad karma and bad karma prevents a Hindu from gaining moksha • every person has a natural 'right to life'. A foetus is a human being and abortion destroys its right to life, so it follows that abortion is wrong • some gurus have said that all abortion is wrong • some Hindus believe that the teachings on ahimsa prohibit abortion because it is using violence to remove a foetus <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums claim that they can talk to dead people so there must be life after death • if ghosts exist then dead people have some form of life and there is life after death • people who claim to remember a previous life must be living after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums have been proved to be cheats • ghosts could just be hallucinations • if there is reincarnation wouldn't we all have memories of previous existences? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> rising from the dead the body staying in the grave until the end of the world when it is raised <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life after death <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which believe we should help to relieve world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Hinduism teaches that all people have part of God within them, so by helping poor people, they will be helping the divine • many Hindus believe that helping the poor is the highest form of good karma which will purify the soul and help it to gain moksha • any Hindu turning their back on the needs of the poor will gain bad karma and make it more difficult to gain moksha <p>Answers which believe it is up to poor people to help themselves are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the ideas that giving aid makes people dependent and does nothing to remove the causes of poverty • the idea that people should ‘stand on their own feet’ and work their way out of poverty • the idea that poverty is the fault of the people who are poor <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg poverty is the fault of people who are poor) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg poverty is the fault of people who are poor; if they didn’t have so many children and worked harder, they wouldn’t be poor) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) A01 | <p>As candidates may choose any issue from: life after death, abortion or euthanasia from any drama, soap opera, or film, a wide range of content is possible. However, the issue must be identifiable as one of the three and the drama/soap/film must be identified for candidates to gain any marks. To go beyond level 1, the religious beliefs must be identified and the fairness of the treatment of those beliefs explained.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the teachings of Hindu scriptures on life after death • the beliefs about samsara and moksha • the beliefs about atman <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the lack of evidence • the evidence that life ends at death • the lack of certainty as to what a soul is <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 5 (a) A01 | <ul style="list-style-type: none"> living together without being married living as a married couple without being married <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> living together <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which agree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> many of the teachings of gurus and swamis allow divorce living in hatred and discord will bring bad karma. Divorce is more likely to allow the soul to gain moksha children are more likely to be harmed by parents hating each other and fighting than by divorce <p>Answers which disagree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Laws of Manu, which they still regard as the basic guide for Hindus, say divorce is wrong having children is a key feature of the householder ashrama and children require the parents to stay together they believe that, as marriage unites two families, divorce is likely to harm families and so should be discouraged <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because living in hatred brings bad karma) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because living in hatred brings bad karma and bad karma will stop you gaining moksha) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|--|
| 5 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • every Hindu must go through the householder stage of life • unless a Hindu performs his/her duties as a householder and raises a family, they will not achieve moksha. So Hinduism sees the family as a duty everyone must take part in to reach nirvana • Hinduism also teaches that the family was created as the basic unit of society and as the only place in which children should be brought up • the family is the place where children learn the difference between right and wrong so that without the family there would be much more evil in the world • in Hinduism, the family is the place where children are introduced to the faith through daily puja, being taken to mandir, celebrating festivals etc <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>5 (d) A02</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Hindu teaching against homosexuality • the belief that sex should be for procreation which is impossible for homosexual sex • the teachings of the swamis <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the belief that homosexuality is genetic and so some religious people will be homosexual • the idea that religious people are bound to be influenced by the practices of the people around them • the acceptance of homosexuality by some Hindus <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> marrying again (after being divorced from a previous marriage) marrying for a second time <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> a definition of marriage <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> contraception can improve women's health and raises the standard of living of children as families are smaller the soul does not enter the body until after conception therefore contraception is not taking life there is nothing in the Laws of Manu which forbids the use of contraception <p>Answers which disagree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> some Hindus believe that killing the sperm is a form of ahimsa which brings bad karma some Hindus believe that sex is intended for procreation which contraception prevents some contraceptives bring about a very early abortion and so are taking life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg contraception can improve women's health) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg contraception can improve women's health because having lots of babies weakens women's bodies) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|-----------------|---|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) A01 | <p>Reject answers which only describe one attitude</p> <p>Some Hindus disagree with divorce except for childlessness because:</p> <ul style="list-style-type: none"> • it is the teaching of the Laws of Manu which they still regard as the basic guide for Hindus • they believe that having children is a key feature of the householder ashrama and so not having children is grounds for divorce • they believe that, as marriage unites two families, divorce is likely to harm families and so should be discouraged <p>Other Hindus have a more liberal attitude to divorce because:</p> <ul style="list-style-type: none"> • they regard the Laws of Manu as out of date, and prefer to follow the teachings of gurus and swamis on divorce • living in hatred and discord will bring bad karma. Divorce is more likely to allow the soul to gain moksha • they have been influenced by living in British society where divorce is accepted <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Hindu teachings on the importance of family life • the way in which these teachings are likely to make family life more important for religious believers • the importance of family life when marriages are arranged by families <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the importance of children to non-religious people • social reasons for the importance of family life • personal experience of a non-religious family where family life is very important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 7 (a) AO1 | <ul style="list-style-type: none"> many different races (and cultures) living together in one society different races living together <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> lots of different races <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) AO2 | <p>Indicative content</p> <p>Answers which think women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • all souls are actually or potentially part of the divine and so are equal • some Hindus (such as Iskcon and the Virashaivas) believe that women and men should have equal roles in life and religion. They have women religious leaders • some Hindus believe that the scriptures and the Law of Manu need interpreting in the light of modern life <p>Answers which think women should not have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the scriptures teach that men are the protectors of women and should have the role of breadwinner and leader of the household • the Laws of Manu teach that women should look after the home and children, and care for the shrine in the home • tradition does not allow women to be religious leaders, this is the role of male brahmins <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg the Hindu scriptures teach that men are the protectors of women) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the Hindu scriptures teach that men are the protectors of women and so women cannot be leaders because you cannot lead your protector) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • often there can be no religious wedding ceremony because both couples must be members of the religion • the question of which religion the children of the marriage will be brought up in • the problem of death rituals; will the couple have to be buried in separate parts of the cemetery according to their religion? • parents may feel that they will have no contact with their children/grandchildren in the after life • the parents and relatives may feel that their children have betrayed their roots and family by falling in love with someone from a different religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Hindu teaching against racism • another Hindu teaching against racism • reasons why Hindus should follow the teachings of their religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • evidence of racism in a religious society • evidence of religious people being racist • evidence of religious people ignoring the teachings of their religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the belief that some races are superior to others treating other races badly hating other races <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> hating others an example of racism <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>8 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think they do have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> • many religions see it as their right to convert everyone to their religion • they believe that their religion is the only true religion so they should show the followers of other religions that they are wrong • it is part of the right to religious freedom <p>Answers which think they do not have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> • trying to convert followers of other religions when living in a multi-faith society is a form of prejudice • trying to convert other religions can be regarded as discriminating against those who do not have the same faith as you • it can lead to arguments and even violence within a multi-faith society when people are told their religion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg it is a legal right) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg it is a legal right and part of your religious freedom to try to convert others) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------------|--|--|
| 8 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Hindus believe that every soul is an actual or potential part of the divine (Brahman). If every soul has the potential to be part of the divine, then every soul must be of equal value, and if every soul is of equal value, then every person (whatever their race or colour) is of equal value • racism involves ahimsa and so prevents the attainment of moksha • Hindu have suffered from racist treatment in India which led Hindu leaders to work for racial harmony and justice • Hindus follow the example of Mohandas Gandhi who led the struggle for Indian independence based on the different racial and ethnic groups in India working and living together as equals <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • all souls are actually or potentially part of the divine and so are equal • some Hindus (such as Iskcon and the Virashaivas) believe that women and men should have equal roles in life and religion. They have women religious leaders • some Hindus believe that the scriptures and the Law of Manu need interpreting in the light of modern life <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the scriptures teach that men are the protectors of women and should have the role of breadwinner and leader of the household • the Laws of Manu teach that women should look after the home and children, and care for the shrine in the home • tradition does not allow women to be religious leaders, this is the role of male brahmins <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 7: Religion and Life Based on a Study of Sikhism

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS07/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEVING IN GOD

You must answer ONE question from this section.

EITHER

- 1 (a) What is **atheism**? (2)
- (b) Do you think prayer is a waste of time?
Give **two** reasons for your point of view. (4)
- * (c) Explain how a religious upbringing in a Sikh family can lead to belief in God. (8)
- (d) "Evil and suffering prove that God does not exist."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **numinous**? (2)
- (b) Do you think God is the cause of the universe?
Give **two** reasons for your point of view. (4)
- * (c) Explain how Sikhs respond to the problem of evil and suffering. (8)
- (d) "Religious programmes on television or the radio encourage you to believe in God."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

(d) (i)

(ii)

SECTION 2 – MATTERS OF LIFE AND DEATH

You must answer ONE question from this section.

EITHER

- 3 (a) What is **non-voluntary euthanasia**? (2)
- (b) Do you agree with euthanasia?
Give **two** reasons for your point of view. (4)
- * (c) Explain why some Sikhs do not agree with abortion. (8)
- (d) "The paranormal proves that there is life after death."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **resurrection**? (2)
- (b) Do you think we should help to relieve world poverty?
Give **two** reasons for your point of view. (4)
- * (c) Choose **one** issue from matters of life and death which has been presented in **one** form of the media, and explain whether the treatment was fair to religious beliefs. (8)
- (d) "Your soul will never die."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 3 – MARRIAGE AND THE FAMILY

You must answer ONE question from this section.

EITHER

- 5 (a) What is **cohabitation**? (2)
- (b) Do you think divorce is better than an unhappy marriage?
Give **two** reasons for your point of view. (4)
- * (c) Explain why family life is important for Sikhs. (8)
- (d) "No Sikh should be homosexual."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **re-marriage**? (2)
- (b) Do you think it is right to use contraception?
Give **two** reasons for your point of view. (4)
- * (c) Explain why some Sikhs allow divorce and some do not. (8)
- (d) "Family life is more important for religious people than for non-religious people."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 4 – RELIGION AND COMMUNITY COHESION

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **multi-ethnic** society? (2)
- (b) Do you think women should have equal rights in religion?
Give **two** reasons for your point of view. (4)
- *(c) Explain why mixed-faith marriages may cause problems for religious families. (8)
- (d) "If everyone were religious, there would be no racism."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **racism**? (2)
- (b) Do people from a different religion have the right to try to convert you?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Sikhs should help to promote racial harmony. (8)
- (d) "Women should have the same rights as men in religion."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 7: Religion and Life Based on a Study of Sikhism

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 1 (a) A01 | <ul style="list-style-type: none"> believing that God does not exist not believing in God someone who does not believe in God <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> not believing in religion <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think prayer is not a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> the way it improves one's relationship with God it is the form of worship set down by God the way God answers prayers can improve people's lives prayer is the way to communicate with God <p>Answers which think prayer is a waste of time are likely to use such reasons as:</p> <ul style="list-style-type: none"> as there is no God, prayer is just talking to yourself there is no need to worship God, if he exists he can't want to know how much we love him unanswered prayers show that prayer is a waste of time prayer cannot be a means of communicating with something that does not exist <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it's a way to contact God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it's a way to contact God which helps to make you a better Sikh) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 1 (c) A01 | <p>The main reasons from a Sikh upbringing are:</p> <ul style="list-style-type: none"> • Sikh parents teach their children to pray, praying to God will make children believe he exists • Sikh parents take their children to gurdwara where they will hear all about God existing and so believe he does • Sikh parents will send their children to classes at the gurdwara where they will hear all about God existing and so believe he does • some Sikh parents send their children to a Sikh school where they will hear all about God existing and so believe he does • Sikh parents encourage their children to become part of the khalsa where they may feel the presence of God in the amrit ceremony <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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|----------------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if God loves his creation, he must want to get rid of evil and suffering • if God is all-powerful (omnipotent), he must be able to get rid of evil and suffering • the fact that evil and suffering exist shows that God does not love his creation or is not all-powerful, and so does not exist <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if people have free will they must be free to commit evil and cause suffering therefore it is the fault of humans, not God (this is likely to be a developed reason) • evil and suffering may be part of God’s purpose of this life being a test with paradise as a reward for those who pass (this is likely to be a developed reason) • there might be a reason for God allowing evil and suffering which we as mere humans cannot understand <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> • a feeling of the presence of something greater than you • a feeling of God's presence you get in a gurdwara • a feeling of something special you get in a holy place <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> • a feeling of God • a feeling of something greater than you <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>2 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think God is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> • anything as great as the universe needs a cause and God is the only possible cause • everything needs a cause and the only possible cause of the universe is God • something cannot come from nothing so the universe must have come from God <p>Answers which do not think God is the cause of the universe are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Big Bang is a more likely cause • the universe does not need a cause, it could be eternal • who caused God? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg the universe does not need a cause) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the universe does not need a cause, it could be eternal) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 2 (c) AO1 | <p>The main Sikh responses are:</p> <ul style="list-style-type: none"> • some Sikhs believe that evil comes from human misuse of free will and that Sikhs should respond to evil and suffering by their free will to turn from being manmukh to being gurmukh so leaving suffering and entering the divine bliss • other Sikhs believe that good and evil, pleasure and suffering both come from God which is a mystery to which only God has the answer. However, humans have been shown by the gurus to fight evil and relieve suffering • some Sikhs think that evil and suffering are a part of karma and reincarnation and so people suffer because of the way they behaved in their last life • other Sikhs respond by trying to help those who suffer and by trying to prevent suffering because they believe this will build up good karma <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the way religious believers talk about their experiences of God in programmes • the evidence of miracles in programmes • the way religious programmes can make religion look real and interesting <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the boring nature of religious programmes • the way some programmes can encourage disbelief in God • religious programmes are often more about religion than God's existence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to a doctor ending the life of someone in agony who cannot ask for euthanasia <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> an example of non-voluntary euthanasia ending someone's life painlessly <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which approve of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people who cannot give their permission must be in a state with no dignity or quality of life • there is no point in being kept alive if there is no quality of life • we put pets down when they are in pain, so why not humans? • medicine has improved so much that people are now kept alive who would have died so doctors should be able to decide whether the life they are likely to have is worth keeping them alive <p>Answers which disapprove of euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Sikh teaching on violence means that any harm done to humans is wrong and creates bad karma preventing mukti. So all forms of euthanasia are wrong for Sikhs • Sikhs believe that life is a gift from God and that God decides both when people are born and when they die • the law of karma means that only God can give and take life at the right time <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg life should only be taken by God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg life should only be taken by God because religion teaches that life is sacred because it was made by God) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • some Sikhs believe that life begins at conception. Human life begins when an ovum is fertilised and, as there is no break from conception to birth, abortion is therefore taking life • some Sikhs believe that taking life gives bad karma and bad karma prevents a Sikh from gaining mukti • every person has a natural 'right to life'. A foetus is a human being and abortion destroys its right to life, so it follows that abortion is wrong • some Sikh leaders have said that all abortion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums claim that they can talk to dead people so there must be life after death • if ghosts exist then dead people have some form of life and there is life after death • people who claim to remember a previous life must be living after death <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • mediums have been proved to be cheats • ghosts could just be hallucinations • if there is reincarnation wouldn't we all have memories of previous existences? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> rising from the dead the body staying in the grave until the end of the world when it is raised <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life after death <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which believe we should help to relieve world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Sikhism teaches that all people have part of God within them, so by helping poor people, Sikhs will be helping God • many Sikhs believe that helping the poor is the highest form of good karma which will purify the soul and help it to gain mukti • any Sikh turning their back on the needs of the poor will be becoming more manmukh and less gurmukh so making it more difficult for them to gain mukti <p>Answers which believe it is up to poor people to help themselves are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the ideas that giving aid makes people dependent and does nothing to remove the causes of poverty • the idea that people should ‘stand on their own feet’ and work their way out of poverty • the idea that poverty is the fault of the people who are poor <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg poverty is the fault of people who are poor) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg poverty is the fault of people who are poor; if they didn’t have so many children and worked harder, they wouldn’t be poor) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) AO1 | <p>As candidates may choose any issue from: life after death, abortion or euthanasia from any drama, soap opera, or film, a wide range of content is possible. However, the issue must be identifiable as one of the three and the drama/soap/film must be identified for candidates to gain any marks. To go beyond level 1, the religious beliefs must be identified and the fairness of the treatment of those beliefs explained.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the teachings of the Guru Granth Sahib on life after death • the beliefs about reincarnation and mukti • the beliefs about mukti <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the lack of evidence • the evidence that life ends at death • the lack of certainty as to what a soul is <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 5 (a) AO1 | <ul style="list-style-type: none"> living together without being married living as a married couple without being married <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> living together <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> living in hatred and discord will bring bad karma. Divorce is more likely to allow the soul to gain mukti divorce is common in the Punjab if the couple cannot have children divorce is common in Great Britain and many Sikhs are adopting British lifestyles <p>Answers which disagree with divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> if two bodies have become one spirit they cannot be split the Gurus did not divorce the Rahit Maryada disapproves of divorce as marriages tend to be arranged by parents, there are great family pressures to make the marriage succeed <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because the Gurus did not divorce) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because the Gurus did not divorce and Sikhs should follow the examples of the Gurus) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> the family was created by God as the basic unit of society and as the only place in which children should be brought up. Therefore it is the most important part of society and without the family society would collapse Sikhs believe that God is present in the home and the Guru Granth Sahib often refers to God as ‘our father and mother’ the family is the place where children learn the difference between right and wrong so that without the family there would be much more evil in the world in Sikhism, the family is the place where children are introduced to the faith through the naming ceremony, praying at home, being taken to the gurdwara, celebrating festivals etc. This means that the family is very important for Sikhism to continue and grow <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> giving a brief reason not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using two brief reasons or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using three brief reasons or a fully developed reason or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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|----------------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Sikh teaching against homosexuality • the belief that sex should be for procreation which is impossible for homosexual sex • the teachings of the Gurus <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the belief that homosexuality is genetic and so some religious people will be homosexual • the idea that religious people are bound to be influenced by the practices of the people around them • the acceptance of homosexuality by some Sikhs <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> • marrying again (after being divorced from a previous marriage) • marrying for a second time <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a definition of marriage <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • contraception can improve women's health and raises the standard of living of children as families are smaller • contraception does not take life because life does not begin until the moment of conception • contraception is not mentioned in the Guru Granth Sahib or the Rahit Maryada and what is not banned by these must be permitted <p>Answers which disagree with contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • some Sikhs believe that God gave sex to humans to have children and so every act of sex should be open to new life • some Sikhs believe contraception is killing life and the Guru Granth Sahib says that Sikhs should not take life • some contraceptives bring about a very early abortion and so are taking life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg contraception can improve women's health) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg contraception can improve women's health because having lots of babies weakens women's bodies) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| | | |
|------------------------|--|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) A01 | <p>Reject answers which only describe one attitude</p> <p>Most Sikhs are against divorce because:</p> <ul style="list-style-type: none"> • if two bodies have become one spirit they cannot be split • the Gurus did not divorce • the Rahit Maryada disapproves of divorce • as marriages tend to be arranged by parents, there are great family pressures to make the marriage succeed <p>Some Sikhs accept divorce because:</p> <ul style="list-style-type: none"> • living in hatred and discord will bring bad karma. Divorce is more likely to allow the soul to gain mukti • divorce is common in the Punjab if the couple cannot have children • divorce is common in Great Britain and many Sikhs are adopting British lifestyles <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Sikh teachings on the importance of family life • the way in which these teachings are likely to make family life more important for religious believers • the importance of family life when marriages are arranged by families <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the importance of children to non-religious people • social reasons for the importance of family life • personal experience of a non-religious family where family life is very important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 7 (a) AO1 | <ul style="list-style-type: none"> many different races (and cultures) living together in one society different races living together <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> lots of different races <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) AO2 | <p>Indicative content</p> <p>Answers which think women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Gurus taught the complete equality of men and women • many gurdwara committees in Britain have women members and Sikh girls are given equal educational and career opportunities by their parents • Guru Nanak taught that gender is a creation of God, but male and female are to be seen as two halves of a whole <p>Answers which think women should not have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • some Sikhs believe that men are the protectors of women and should have the role of breadwinner and leader of the household. They believe that women should look after the home and children, not be religious leaders • most Sikhs come from the Punjab where women are not given equal roles with men in society. In Punjabi society girls are regarded as the property of their father and then their husbands • it is difficult to change cultural attitudes and often some Sikhs with this attitude do not read the scriptures <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg the Gurus taught the equality of men and women) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the Gurus taught the equality of men and women and as Sikhs must follow the example of the Gurus women can be leaders) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • often there can be no religious wedding ceremony because both couples must be members of the religion • the question of which religion the children of the marriage will be brought up in • the problem of death rituals; will the couple have to be buried in separate parts of the cemetery according to their religion? • parents may feel that they will have no contact with their children/grandchildren in the after life • the parents and relatives may feel that their children have betrayed their roots and family by falling in love with someone from a different religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a Sikh teaching against racism • another Sikh teaching against racism • reasons why Sikhs should follow the teachings of their religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • evidence of racism in a religious society • evidence of religious people being racist • evidence of religious people ignoring the teachings of their religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the belief that some races are superior to others treating other races badly hating other races <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> hating others an example of racism <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think they do have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> many religions see it as their right to convert everyone to their religion they believe that their religion is the only true religion so they should show the followers of other religions that they are wrong it is part of the right to religious freedom <p>Answers which think they do not have the right are likely to use such reasons as:</p> <ul style="list-style-type: none"> trying to convert followers of other religions when living in a multi-faith society is a form of prejudice trying to convert other religions can be regarded as discriminating against those who do not have the same faith as you it can lead to arguments and even violence within a multi-faith society when people are told their religion is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it is a legal right) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it is a legal right and part of your religious freedom to try to convert others) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 8 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • the Gurus all opposed the caste system and treated people as equals whatever their race or caste • Guru Nanak emphasised that anyone from any background (and therefore any race) can come to salvation • in every Sikh act of worship karah parshad is shared where everyone (regardless of race or colour) eats from the same bowl, and in the langar everyone sits together to eat • the fundamental Sikh teaching is that because there is only one God who created the whole of humanity, humanity must also be one. Therefore there can be no differences of race or class or gender because everyone is given the divine essence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Sikhism teaches the complete equality of men and women • many gurdwara committees in Britain have women members and Sikh girls are given equal educational and career opportunities by their parents • Guru Nanak taught that gender is a creation of God, but male and female are to be seen as two halves of a whole <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • some Sikhs believe that men are the protectors of women and should have the role of breadwinner and leader of the household. They believe that women should look after the home and children, not be religious leaders • most Sikhs come from the Punjab where women are not given equal roles with men in society. In Punjabi society girls are regarded as the property of their father and then their husbands • it is difficult to change cultural attitudes and often some Sikhs with this attitude do not read the scriptures <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS08/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – RELIGION: RIGHTS AND RESPONSIBILITIES

You must answer ONE question from this section.

EITHER

- 1 (a) What is the Golden Rule? (2)
- (b) Do you think human rights need more protection in the United Kingdom?
Give **two** reasons for your point of view. (4)
- *(c) Explain how Christians make moral decisions. (8)
- (d) "Christians should agree with cloning."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is the **Decalogue**? (2)
- (b) Do you think it is important to take part in democratic processes?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Christians agree with genetic engineering and some do not. (8)
- (d) "Christians should always follow their conscience."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

(a)

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(b)

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.....

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.....

.....

(c)

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.....

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A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

(d) (i)

(ii)

SECTION 2 – RELIGION: ENVIRONMENTAL AND MEDICAL ISSUES

You must answer ONE question from this section.

EITHER

- 3 (a) What is **stewardship**? (2)
- (b) Do you think global warming is a big problem?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Christians agree with fertility treatments and some do not. (8)
- (d) "All religious people should carry a donor card."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **surrogacy**? (2)
- (b) Do you think it is important to recycle?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** religion other than Christianity and explain why some of its followers agree with transplant surgery and some do not. (8)
- (d) "Religion is the best way to protect the environment."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 3 – RELIGION: PEACE AND CONFLICT

You must answer ONE question from this section.

EITHER

- 5 (a) What is **pacifism**? (2)
- (b) Do you think schools treat bullies too softly?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** *religion other than Christianity* and explain why forgiveness is important for the followers of that religion. (8)
- (d) "If people were more religious, there would be no wars."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **just war**? (2)
- (b) Do you think wars are always bad?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** *religion other than Christianity* and explain why its followers are against bullying. (8)
- (d) "Religious people should always forgive."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

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(b)

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(d) (i)

(ii)

SECTION 4 – RELIGION: CRIME AND PUNISHMENT

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **sin**? (2)
- (b) Do you think punishment is always right?
Give **two** reasons for your point of view. (4)
- *(c) Explain why some Christians agree with capital punishment and some do not. (8)
- (d) "Religious people should always obey the law."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **crime**? (2)
- (b) Do you agree with capital punishment?
Give **two** reasons for your point of view. (4)
- *(c) Choose **one** religion other than Christianity, and explain why justice is important for the followers of that religion. (8)
- (d) "It does not matter if religious people drink alcohol."
In your answer you should refer to at least one religion.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

(a)

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(b)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|--|------|
| 1 (a) A01 | <ul style="list-style-type: none"> the teaching of Jesus that you should treat others as you would like them to treat you treating others the same way you want to be treated <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> being nice to everyone <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think human rights have sufficient protection are likely to use such reasons as:</p> <ul style="list-style-type: none"> all the UN human rights are already protected by UK law UK courts give plenty of protection to human rights the European courts are available to ensure human rights are protected <p>Answers which think human rights do not have sufficient protection are likely to use such reasons as:</p> <ul style="list-style-type: none"> illegal immigrants lose their human rights in detention centres UK law does not protect immigrant girls from being forced into prostitution powerful and rich people are still able to abuse the rights of poorer people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|--|
| 1 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • they use the teachings of Jesus in the Bible because they believe it is the word of God • they use their conscience because they believe it is the voice of God • they use Situation Ethics because they believe it is the best way of following Jesus' command to love your neighbour • they take advice from Church leaders because they are the ones most likely to give the correct advice • they use the Ten Commandments because they summarise God's teachings on how to behave <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>1 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • cloning could eliminate illness which Christians should do • cloning could give people a better quality of life which is a way of loving your neighbour • people could select their children without the risk of horrendous genetic diseases <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is like playing God which Christians believe is wrong • a perfect world with perfect humans is not what Christians believe life on earth is about • no one knows the long term effect of cloning (eg Dolly the sheep) <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> the Ten Commandments ten rules given by God <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> Christian rules the commandments rules given by God <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which think it is important to take part in democratic processes are likely to use such reasons as:</p> <ul style="list-style-type: none"> elections give you a chance to be heard they give you a chance to change things if you are unhappy with what is happening the opinion of the majority is put into action <p>Answers which think it is not important to take part in democratic processes are likely to use such reasons as:</p> <ul style="list-style-type: none"> candidates are all the same so there is no choice politicians never tell the truth it's a waste of time because one vote makes no difference <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|--|
| 2 (c) A01 | <p>The main reasons it is supported are:</p> <ul style="list-style-type: none"> • Jesus showed that Christians should do all they can to cure disease • finding genetic cures is no different from finding drug cures • there is a difference between creating cells and creating people <p>The main reasons it is not supported are:</p> <ul style="list-style-type: none"> • it is trying to play God which is a great sin • it is wrong to try to make the earth perfect, only heaven is perfect • many Christians believe life begins at the moment of conception, whether in a womb or a laboratory, and killing life is wrong, so using embryos for genetic research is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason for one attitude • not explaining but only describing two attitudes. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude • or a developed reason for one attitude • or a brief reason for each of two attitudes. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude, and a brief reason for another attitude • using a developed reason for one attitude, and a brief reason for another attitude. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using two brief reasons, or one developed reason for each of two attitudes• using a developed reason for each of two attitudes. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • St Paul and St Thomas Aquinas thought Christians should use their conscience • some Christians think conscience is the voice of God • the Church says that Christians should follow their conscience <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • people have been mistaken about the voice of God (eg the Yorkshire Ripper) • some Christians think the Bible and not your conscience is the voice of God • some Christians think following Jesus' teachings is better than your conscience <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 3 (a) A01 | <ul style="list-style-type: none"> looking after something so it can be passed on to the next generation <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> looking after something <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) A02 | <p>Indicative content</p> <p>Answers which think global warming is a big problem are likely to use such reasons as:</p> <ul style="list-style-type: none"> because crops will fail and famine will become widespread sea levels will rise and flood cities more of the earth will become desert and not able to support life <p>Answers which think global warming is not a big problem are likely to use such reasons as:</p> <ul style="list-style-type: none"> global warming is just part of the normal weather cycles scientists will be able to discover ways to deal with any problems it will make the UK able to grow lots of different foods <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 3 (c) AO1 | <p>The main reasons for supporting fertility treatments are:</p> <ul style="list-style-type: none"> • it is good to use technology to provide couples with the joy of children • they agree with IVF because they do not believe that life begins at conception so discarding embryos is not abortion • they agree with AIH because the egg and sperm are from the mother and father <p>The main reasons for not supporting fertility treatments are:</p> <ul style="list-style-type: none"> • they all involve fertilisation taking place apart from the sex act and God intended procreation to come from sex • any process using IVF involves some embryos being thrown away when not used, and this is the same as abortion • AIH involves producing sperm in ways not allowed by the Catholic Church <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason for one attitude • not explaining but only describing two attitudes. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude • or a developed reason for one attitude • or a brief reason for each of two attitudes. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude, and a brief reason for another attitude • using a developed reason for one attitude, and a brief reason for another attitude. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons, or one developed reason for each of two attitudes • using a developed reason for each of two attitudes. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • those who believe in immortality of the soul believe the body is not needed after death so organs can be used • those who believe in resurrection believe that God will not need the organs to raise the body • leaving organs for others is a way of loving your neighbour <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • they believe it ignores the sanctity of life • they believe it is playing God which is a great sin • it encourages the sale of organs from LEDCs to the West <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> an arrangement whereby a woman bears a child on behalf of another woman <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> an arrangement about bearing children <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which think it is good to recycle are likely to use such reasons as:</p> <ul style="list-style-type: none"> we use fewer finite resources when we recycle greenhouse gases are reduced without recycling some resources will disappear <p>Answers which think it is not good to recycle are likely to use such reasons as:</p> <ul style="list-style-type: none"> some recycling causes more pollution than normal production methods recycling will cost people their jobs because new things will not be made it is a waste of time because not everyone will do it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|--|
| 4 (c) AO1 | <p>ISLAM</p> <p>The main reasons for not supporting transplant surgery are:</p> <ul style="list-style-type: none"> • the Shari’ah teaches that nothing should be removed from the body after death • transplant surgery is playing God which is a great sin • the Qur’an teaches that only Allah has the right to give and take life <p>The main reasons for supporting transplant surgery are:</p> <ul style="list-style-type: none"> • some Muslim lawyers have said it is allowed • the Muslim Law Council of the UK says the Muslims can carry donor cards and have transplants • Islam aims to do good and help people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason for one attitude • not explaining but only describing two attitudes. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude • or a developed reason for one attitude • or a brief reason for each of two attitudes. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude, and a brief reason for another attitude • using a developed reason for one attitude, and a brief reason for another attitude. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using two brief reasons, or one developed reason for each of two attitudes• using a developed reason for each of two attitudes. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christians have a responsibility to leave the earth a better place than they found it • Jesus taught that Christians have a responsibility to make sure the earth's resources are shared fairly • most Christians believe that they will be judged by God on how well they have fulfilled their duty as stewards of God's earth <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • many people think the job is so big that only government can help • the largest organisations working to protect the environment are non-religious (eg Greenpeace) • the United Nations and many scientists feel that without international cooperation among governments, global warming will end in disaster <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 5 (a) AO1 | <ul style="list-style-type: none"> the belief that war and violence are wrong the belief that all disputes should be settled by peaceful means refusing to fight in wars belief in non-violence <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> refusing to fight being against wars <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (b) AO2 | <p>Indicative content</p> <p>Answers which think bullies are treated too softly are likely to use such reasons as:</p> <ul style="list-style-type: none"> schools talk to them instead of punishing them bullies hurt innocent people, so schools should hand them over to the police, but they don't bullies need to be sent to a different school to keep them away from their victims, but schools don't do this <p>Answers which think bullies are not treated too softly are likely to use such reasons as:</p> <ul style="list-style-type: none"> they are victims of their family life they need counselling and not punishment schools need to help the bullies as well as the victims <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|-----------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 5 (c) A01 | <p>ISLAM</p> <p>The main reasons are:</p> <ul style="list-style-type: none"> • Islam teaches that Allah is compassionate and merciful so Muslims should forgive • if Muslims want forgiveness on the Last Day they should be forgiving • the Qur'an says Muslims should forgive other people's sins against them • Muhammad forgave people and Muslims should follow his example • forgiveness helps in becoming a better Muslim <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • some Christians believe they cannot fight in wars because of the commandment that says ‘Do Not Kill’ • Jesus said to love your enemies and turn the other cheek • most religions talk about respecting others so if you respect someone, you won’t fight them <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • many wars are started by religious people • different religions think they are right about their relationship with God and will fight to have their view accepted • some religions say they must fight if their faith is under attack <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> wars that are fought for the right reasons in the right way wars fought in self-defence in which innocent civilians are not hurt <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> wars fought for the right reason wars fought in the right way <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which think wars are always bad are likely to use such reasons as:</p> <ul style="list-style-type: none"> war kills people and that is wrong war damages a country's economy war is against some religious teaching <p>Answers which think war is not always bad are likely to use such reasons as:</p> <ul style="list-style-type: none"> sometimes it is the only way to stop evil being done you must defend yourself when you are attacked it is the right thing to do when you want to free innocent people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 6 (c) AO1 | <p>ISLAM</p> <p>The main reasons are:</p> <ul style="list-style-type: none"> • all Muslims see using violence without a just cause as sinful, and bullying always involves unjust violence • all Muslims see human beings as a creation of Allah. Bullying is mistreating Allah's creation • all Muslims teach that it is the duty of religious people to protect the weak and innocent, but bullies attack them • all Muslims teach that harming other people will bring bad results on the day of judgement <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • forgiveness is central to Christianity • Jesus died on the cross to bring forgiveness • if people do not forgive, God will not forgive them <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if you keep forgiving people, they will keep doing wrong • people need to be punished to learn what they have done wrong • you can't forgive people who do horrible things (eg Hitler) <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 7 (a) AO1 | <ul style="list-style-type: none"> an act against the will of God breaking any of the Ten Commandments breaking God's laws <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> doing something wrong <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (b) AO2 | <p>Indicative content</p> <p>Answers which think punishment is always right are likely to use such reasons as:</p> <ul style="list-style-type: none"> society needs punishment to keep bad people from hurting others punishment makes criminals think before they commit crimes again some religions teach 'an eye for an eye' which means criminals need to be punished <p>Answers which think punishment is not always right are likely to use such reasons as:</p> <ul style="list-style-type: none"> punishment can make people into habitual criminals because they can't get a job after prison Jesus said that Christians should not judge other people Jesus taught that punishment is something that belongs to God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|-----------------|--|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 7 (c) A01 | <p>The main Christian reasons against capital punishment are:</p> <ul style="list-style-type: none"> • Jesus came to save (reform) sinners, but you cannot reform a dead person • Jesus said that ‘an eye for an eye and a tooth for a tooth’ is wrong • Christianity teaches that all life is sacred, if abortion and euthanasia are wrong so is capital punishment <p>The main Christian reasons in favour of capital punishment are:</p> <ul style="list-style-type: none"> • the Old Testament gives the death penalty as the punishment for various offences • the Roman Catholic and the Church of England have not cancelled their statements that capital punishment can be used by the state • St Thomas Aquinas said that the protection of society is a more important part of punishment than the reform of the criminal <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason for one attitude • not explaining but only describing two attitudes. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude • or a developed reason for one attitude • or a brief reason for each of two attitudes. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude, and a brief reason for another attitude • using a developed reason for one attitude, and a brief reason for another attitude. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using two brief reasons, or one developed reason for each of two attitudes• using a developed reason for each of two attitudes. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • St Paul said magistrates should uphold the law • if laws are not obeyed, society will collapse • religions have encouraged religious people to be law abiding <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if a law is unjust religious people may feel that it is right to break the law • an example of an unjust law that religious people break • another example of a law that religious people break <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> an act against the law an offence punishable by the law <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> an offence doing something wrong <p>Any alternative wording of the above points is acceptable. (1)</p> | Answers which define a different key word (0) | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which agree with capital punishment are likely to use such reasons as:</p> <ul style="list-style-type: none"> in some religions, certain crimes carry the death penalty it is a suitable punishment for someone who takes another's life it is a good deterrent to stop criminals committing horrible crimes <p>Answers which do not agree with capital punishment are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Ten Commandments say to not kill you can't pardon a dead person if they have been wrongly convicted life is sacred and belongs to God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 8 (c) AO1 | <p>ISLAM</p> <p>The main reasons are:</p> <ul style="list-style-type: none"> • the Qur'an says Allah is just • the Qur'an says that Muslims should treat people fairly • Muslims believe it is part of their role as vice-regents of Allah's creation to treat all people fairly • the Shari'ah is based on justice for everyone with everyone being treated equally <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Catholics and Church of England regularly use alcohol as part of their worship • Jesus turned water into wine at a wedding celebration • many Christians follow modern medical advice that says alcohol in moderation can be beneficial to health <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • religions such as Islam and Sikhism do not allow the drinking of alcohol • religious people think we are God’s creation and therefore, should treat our bodies with care • some Nonconformist Christians think that if you drink, you are committing a sin <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 9: Christianity

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS09/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEFS AND VALUES

You must answer ONE question from this section.

EITHER

- 1 (a) What is **monotheism**? (2)
- (b) Should God be described as Father?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Christians believe in the Trinity. (8)
- (d) "The Holy Spirit is active in the world today."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **repentance**? (2)
- (b) Do you think it is important for people to love God?
Give **two** reasons for your point of view. (4)
- *(c) Explain why salvation from sin is important for Christians. (8)
- (d) "God created the world in six days."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

(a)

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(b)

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(c)

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A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

(d) (i)

(ii)

SECTION 2 – COMMUNITY AND TRADITION

You must answer ONE question from this section.

EITHER

- 3 (a) What is the **New Testament**? (2)
- (b) Should all priests be celibate?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Christians describe the Church as the Body of Christ. (8)
- (d) "Everyone should follow the teachings of the Church."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) Who are the **laity**? (2)
- (b) Do you think the Bible is important today?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the Virgin Mary is important for many Christians. (8)
- (d) "The Church does not need bishops."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 3 – WORSHIP AND CELEBRATION

You must answer ONE question from this section.

EITHER

- 5 (a) What is **Holy Week**? (2)
- (b) Do you think people should give things up for Lent?
Give **two** reasons for your point of view. (4)
- * (c) Explain why many Christians practise infant baptism. (8)
- (d) "Christmas is the most important festival for Christians."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **believer's baptism**? (2)
- (b) Do you think the Eucharist is the most important form of worship?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Christians observe Holy Week. (8)
- (d) "Worship is a waste of time."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 4 – LIVING THE CHRISTIAN LIFE

You must answer ONE question from this section.

EITHER

- 7 (a) What is **vocation**? (2)
- (b) Should people live the monastic life?
Give **two** reasons for your point of view. (4)
- * (c) Explain why many Christians use the Sermon on the Mount as a basis for living the Christian life. (8)
- (d) "You cannot serve God and money."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is the **contemplative life**? (2)
- (b) Should people make a display of their religion?
Give **two** reasons for your point of view. (4)
- * (c) Explain how **one** Christian organisation works to end poverty and/or suffering in the United Kingdom. (8)
- (d) "People should show more respect to God."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 9: Christianity

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 1 (a) A01 | <ul style="list-style-type: none"> belief in one God <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> belief in God belief in one <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think God should be described as Father are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus taught his disciples to pray the 'Our Father' God is our creator and as such is a father the Creed begins with a reference to God as Father <p>Answers which think God should not be described as Father are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is not physically possible that God is everyone's Father how can we have a Father/Child relationship with someone that cannot be seen or heard if God was a Father he would not let his children suffer <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 1 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Father, Son and Holy Spirit are seen in the Gospel accounts of the Baptism of Jesus • in the New Testament St Peter and St Paul refer to God as Father, Son and Holy Spirit • Creeds are about the Trinity • the catechism says that the Trinity is the basis of the Christian faith <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>1 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • there are examples of the Holy Spirit acting on people (eg speaking in tongues) • miracles are said to happen, so many say these are the work of the Holy Spirit • the Sacrament of Confirmation is when the Holy Spirit descends on people <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • God does not exist therefore this cannot be true • the actions attributed to the Holy Spirit could be explained by science • the Holy Spirit is something only Christians believe in - if the Holy Spirit really existed then everyone would believe in it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 2 (a) A01 | <ul style="list-style-type: none"> being sorry for wrong doing and deciding not to do it again <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> being sorry not doing wrong again <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (b) A02 | <p>Indicative content</p> <p>Answers which think it is important for people to love God are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus taught that this is the greatest commandment it is how Christians develop a relationship with God if you love God you will obey God's rule and will go to heaven <p>Answers which it is not important for people to love God are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is more important to show love for others how can we have a loving relationship with someone that cannot be seen or heard a person cannot love something that does not exist <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 2 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • salvation means that all Christians can have eternal life with God • salvation was the purpose of the life, death and resurrection of Jesus • salvation encourages Christians to follow the teachings of the Church • salvation encourages Christians to act lovingly towards one another <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is the teaching of the Church • only God is able to create the world • it is the teaching of the Bible <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • science offers other explanations • God does not exist so therefore could not have created the world • if God had created the world it would be perfect, there would be no evil and suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> the second part of the Bible which records the life of Jesus and the Early Church <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> part of the Bible the story of Jesus' life <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which think priests should be celibate are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus was celibate and priests follow his example it is Church tradition it allows priests to be completely devoted to God and their vocation <p>Answers which think priests should not be required to be celibate are likely to use such evidence as:</p> <ul style="list-style-type: none"> St Peter was married - Jesus healed his mother-in-law priests can be devoted to both God and their families Early Church priests were married <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • because all Christians are united as one body in the basic essentials of belief • the Church is the visible presence of Christ in the world • Christ is the Head of the Church and the Church is the Bride of Christ • many of these ideas are based on the teachings of Paul in his letters where he says that all Christians are baptised into one body • St Paul also says that Christians share the body of Christ when they share the bread at the Eucharist <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • following the teachings of the Church is what people should do in order to get to heaven • the Holy Spirit acts through the Church to the benefit of its followers • the teachings of the Church are of the true faith and so believers should follow them <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • someone can be a good person without being a member of any Church • non-religious people should not have to follow the teachings of the Church • people should also be guided by their conscience and the Bible <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> the people of the church who are not ordained the congregation in a church <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> ordinary Christians <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which think the Bible is important today are likely to use such evidence as:</p> <ul style="list-style-type: none"> God's message is timeless it still has some good guidance that makes sense today <p>Answers which think the Bible is not important today are likely to use such evidence as:</p> <ul style="list-style-type: none"> it was written thousands of years ago - things have changed it was a different age and therefore no longer relevant <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|---|
| 4 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • She gave birth to Jesus, the saviour of the world • She is a good example for Christian life • She completely accepted God's will for her • Some Christians ask her to pray to Jesus for them. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • bishops don't do anything that a priest could not do • bishops are just a layer of hierarchy - they could easily be removed <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • without bishops there would be no one to organise and discipline priests • bishops are needed in order to ordain priests <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 5 (a) A01 | <ul style="list-style-type: none"> the week leading up to Easter Sunday (the week Christians remember) the last week of Jesus' life the last week of Lent <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> Easter week <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which think that people should give things up for Lent are likely to use such evidence as:</p> <ul style="list-style-type: none"> the sacrifice reminds them of the sacrifice Jesus made for humans Lent is time to think about improving oneself and giving up things might help to do this Lent is a time to remember what Jesus gave up for 40 days when he went into the wilderness <p>Answers which do not think that people should give things up for Lent are likely to use such evidence as:</p> <ul style="list-style-type: none"> doing good things is a better way to improve one's life giving things up does not help faith grow - prayer does giving things up encourages people to display religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • they believe baptism marks the person's entry into the Christian church and they want to do this as early as possible • they believe that through baptism they receive a special blessing from God • some Christians believe that if the child were to die unbaptised it would not get into heaven • they believe baptism symbolises the washing away of sins and the rebirth as sons of God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it remembers when Jesus became God incarnate • it marks the beginning of Christ's time on Earth • it is a joyful festival which brings families together <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Easter is a much more important festival • Christmas is too commercialised • the true meaning of Christmas has been forgotten <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> the practice of only baptising those who are old enough to express their beliefs <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> adult baptism <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which think that the Eucharist is the most important form of worship are likely to use such reasons as:</p> <ul style="list-style-type: none"> it is the form of worship Jesus told his followers to do in remembrance of him some Christians believe that the wine and bread actually turn into the body and blood of Christ the Eucharist is the focal point of the church service and brings the community together whilst affirming the fundamental beliefs of Christianity <p>Answers which do not think that the Eucharist is the most important form of worship are likely to use such reasons as:</p> <ul style="list-style-type: none"> all worship is important to God in the New Testament, Jesus praised the quiet humble worship of the woman in the Temple, as opposed to that of the religious leader prayer is more important as you are actually contacting God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 6 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • the start of Palm Sunday reminds Christians of Jesus' entry into Jerusalem • Maundy Thursday reminds Christians of the Last Supper - from this developed Holy Communion • Good Friday reminds Christians of the death of Jesus for the sins of the world • Holy Week is used as a preparation time for Easter <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Bible says Christians must worship God • worship is a way to communicate with God • worship brings the Christian community together in a communal way <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • God does not exist so worship is a waste of time • it is better to love your neighbour than to spend time worshipping • God does not need people to worship him <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 7 (a) A01 | <ul style="list-style-type: none"> a call from God to lead the Christian life <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a call from God a calling <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (b) A02 | <p>Indicative content</p> <p>Answers which think that people should live the monastic life are likely to use such reasons as:</p> <ul style="list-style-type: none"> it brings the monk/nun closer to God it fulfils the vocation of those in the monastic communities the people living the monastic life are working to bring the whole world closer to God through their actions (eg prayer) <p>Answers which think that people should not live the monastic life are likely to use such reasons as:</p> <ul style="list-style-type: none"> living away from the world is a waste of time - they should lead an active life Jesus did not lead a monastic life, people should follow his example the monastic life is not natural, people should have families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it teaches how to show respect for other people • it teaches how to show respect for God • the teachings in the sermon cover all aspects of life: the Golden Rule; money; judgement; displaying religion • by following the Sermon on the Mount people will find out how to lead a good Christian life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>7 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • this is what Jesus taught so must be correct • people who ‘serve money’ will become greedy and will not do what God wants them to do • if you ‘serve money’ you will spend so much time doing this you will have no time left for God <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • many people try to make money in order to love God (eg by charitable donations) • there is no problem as long as the person’s wealth does not stop them worshipping God • the Church is very wealthy and still serves God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the life of prayer and meditation lived by some religious orders <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life of prayer life of meditation <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think that it is wrong to make a display of your religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> it is shown to be wrong in the Sermon on the Mount Jesus said religion should be a private matter if a person displays their religion it may offend others who do not have the same beliefs <p>Answers which think that it is not wrong to make a display of your religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> if a person wishes to display their religion they should have the right to do so it is a way of showing others that your religion is important to you on occasions Jesus made a display of religion - Christians should follow his example <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 8 (c) AO1 | <p>Answers will identify ONE Christian organisation working in the United Kingdom and clearly explain how their work relieves poverty and/or suffering in the United Kingdom (eg the Salvation Army).</p> <p>No marks should be given to organisations working outside the UK nor to organisations which are not specifically Christian.</p> <p>As the work will depend on the organisation, marks must be awarded according to the levels.</p> <p>If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • they should because he is their creator and Father • because they don't show enough respect now (eg people no longer go to church) • because if you show respect to God you will get to heaven <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • people show enough respect for God, Sunday is still a holy day • people show respect to God, it is just not visible • there are many people who do not believe in God - they should not have to show respect to God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 10: Roman Catholic Christianity

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS10/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEFS AND VALUES

You must answer ONE question from this section.

EITHER

- 1 (a) What is **monotheism**? (2)
- (b) Should God be described as Father?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Christians believe in the Trinity. (8)
- (d) "The Holy Spirit is active in the world today."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is meant by **repentance**? (2)
- (b) Do you think it is important for people to love God?
Give **two** reasons for your point of view. (4)
- *(c) Explain why salvation from sin is important for Roman Catholics. (8)
- (d) "God created the world in six days."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – COMMUNITY AND TRADITION

You must answer ONE question from this section.

EITHER

- 3 (a) What is the **papacy**? (2)
- (b) Should all priests be celibate?
Give **two** reasons for your point of view. (4)
- *(c) Explain why apostolic succession is important for Roman Catholics. (8)
- (d) "Everyone should follow the teachings of the Church."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) Who are the **laity**? (2)
- (b) Do you think the Magisterium is important?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the Virgin Mary is important for Roman Catholics. (8)
- (d) "The Church does not need bishops."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 3 – WORSHIP AND CELEBRATION

You must answer ONE question from this section.

EITHER

- 5 (a) What is **Holy Week**? (2)
- (b) Do you think people should give things up for Lent?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the Sacrament of Reconciliation is important for Roman Catholics. (8)
- (d) "Baptism is the most important sacrament."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is the **Eucharist**? (2)
- (b) Do you think Christmas is the most important festival?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the Sacrament of Baptism is important for Roman Catholics. (8)
- (d) "Worship is a waste of time."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 4 – LIVING THE CHRISTIAN LIFE

You must answer ONE question from this section.

EITHER

- 7 (a) What is **vocation**? (2)
- (b) Should people live the monastic life?
Give **two** reasons for your point of view. (4)
- *(c) Explain why many Christians use the Sermon on the Mount as a basis for living the Christian life. (8)
- (d) "You cannot serve God and money."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is the **contemplative life**? (2)
- (b) Should people make a display of their religion?
Give **two** reasons for your point of view. (4)
- *(c) Explain how **one** Roman Catholic organisation works to end poverty and/or suffering in the United Kingdom. (8)
- (d) "People should show more respect to God."
In your answer you should refer to Roman Catholic Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 10: Roman Catholic Christianity

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 1 (a) A01 | <ul style="list-style-type: none"> belief in one God <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> belief in God belief in one <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think God should be described as Father are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus taught his disciples to pray the 'Our Father' God is our creator and as such is a father the Creed begins with a reference to God as Father <p>Answers which think God should not be described as Father are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is not physically possible that God is everyone's Father how can we have a Father/Child relationship with someone that cannot be seen or heard if God was a Father he would not let his children suffer <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 1 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Father, Son and Holy Spirit are seen in the Gospel accounts of the Baptism of Jesus • in the New Testament St Peter and St Paul refer to God as Father, Son and Holy Spirit • Creeds are about the Trinity • the catechism says that the Trinity is the basis of the Christian faith <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • there are examples of the Holy Spirit acting on people (eg speaking in tongues) • miracles are said to happen, so many say these are the work of the Holy Spirit • the Sacrament of Confirmation is when the Holy Spirit descends on people <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • God does not exist therefore this cannot be true • the actions attributed to the Holy Spirit could be explained by science • the Holy Spirit is something only Christians believe in - if the Holy Spirit really existed then everyone would believe in it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 2 (a) A01 | <ul style="list-style-type: none"> being sorry for wrong doing and deciding not to do it again <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> being sorry not doing wrong again <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (b) A02 | <p>Indicative content</p> <p>Answers which think it is important for people to love God are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus taught that this is the greatest commandment it is how Christians develop a relationship with God if you love God you will obey God's rule and will go to heaven <p>Answers which it is not important for people to love God are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is more important to show love for others how can we have a loving relationship with someone that cannot be seen or heard a person cannot love something that does not exist <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 2 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • salvation means that all Roman Catholics can have eternal life with God • salvation was the purpose of the life, death and resurrection of Jesus • salvation encourages Roman Catholics to follow the teachings of the Church • salvation encourages Roman Catholics to act lovingly towards one another <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is the teaching of the Roman Catholic Church • only God is able to create the world • it is the teaching of the Bible <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • science offers other explanations • God does not exist so therefore could not have created the world • if God had created the world it would be perfect, there would be no evil and suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> the office of Pope the leader of the Roman Catholic Church <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> Pope Vicar of Christ <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which think priests should be celibate are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus was celibate and priests follow his example it is Church tradition it allows priests to be completely devoted to God and their vocation <p>Answers which think priests should not be required to be celibate are likely to use such evidence as:</p> <ul style="list-style-type: none"> St Peter was married - Jesus healed his mother-in-law priests can be devoted to both God and their families Early Church priests were married <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 3 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it means the Church still teaches the same message that the Apostles did • it means the authority handed to St Peter by Jesus remains with the Church today • it means the bishops are the successors of the Apostles • it means the Church is still led by Christ through his chosen successors <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • following the teachings of the Church is what people should do in order to get to heaven • the Holy Spirit acts through the Church to the benefit of its followers • the teachings of the Church are of the true faith and so believers should follow them <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • someone can be a good person without being a member of any Church • non-Roman Catholics should not have to follow the teachings of the Church • people should also be guided by their conscience and the Bible <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|--|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> the people of the church who are not ordained the congregation in a church <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> ordinary Christians Roman Catholic people <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which think the Magisterium is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> following the teachings of the Magisterium leads to salvation the Magisterium updates the teaching of the Church for modern life the Magisterium provides clear teachings on how to lead a Christian life <p>Answers which think the Magisterium is not important are likely to use such evidence as:</p> <ul style="list-style-type: none"> the teachings of the Bible are more important the Magisterium is only a teaching body for Roman Catholics the Magisterium is out of touch with life today <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|---|
| 4 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • she gave birth to Jesus the Saviour of the world • she is a good example for Christian life • she completely accepted God's will for her • Christians can ask her to pray to Jesus for them • the Virgin Mary was the Immaculate Conception and Assumed into heaven <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Church has priests to organise the local area - they do not need an overseer • bishops don't do anything that a priest could not do • bishops are just a layer of hierarchy - they could easily be removed <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • without bishops there would be no one to organise and discipline priests • bishops are a valuable link to the Vatican • bishops are needed in order to ordain priests <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 5 (a) AO1 | <ul style="list-style-type: none"> the week leading up to Easter Sunday (the week Roman Catholics remember) the last week of Jesus' life the last week of Lent <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> Easter week <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (b) AO2 | <p>Indicative content</p> <p>Answers which think that people should give things up for Lent are likely to use such evidence as:</p> <ul style="list-style-type: none"> the sacrifice reminds them of the sacrifice Jesus made for humans Lent is time to think about improving oneself and giving up things might help to do this Lent is a time to remember what Jesus gave up for 40 days when he went into the wilderness <p>Answers which do not think that people should give things up for Lent are likely to use such evidence as:</p> <ul style="list-style-type: none"> doing good things is a better way to improve one's life giving things up does not help faith grow - prayer does giving things up encourages people to display religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it reconciles the penitent with God and the community • it is a chance to receive grace from God • it helps the penitent improve their faith and relationship with God • it gives strength to avoid repeating the same sins in the future • it leads to salvation from sin and entry into heaven <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Baptism is the Sacrament through which a person becomes a member of the Church • in Baptism original sin is removed • without the Sacrament of Baptism a person cannot receive any of the other sacraments <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • other sacraments (eg marriage) might be more important to individuals • initiation is not complete until Communion and Confirmation have been received • the Eucharist is more important as it is received every week <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> the blessed Sacrament the body and blood of Christ a sacrament commemorating the Last Supper thanksgiving Holy Communion <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> bread and wine a sacrament the Mass <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which think that Christmas is the most important festival are likely to use such reasons as:</p> <ul style="list-style-type: none"> it remembers when Jesus became God incarnate it marks the beginning of Christ's time on Earth it is a joyful festival which brings families together <p>Answers which think that Christmas is not the most important festival are likely to use such reasons as:</p> <ul style="list-style-type: none"> Easter is a much more important festival Christmas is too commercialised the true meaning of Christmas has been forgotten <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 6 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it is necessary if the person is to receive salvation • it is the sacrament in which a person become a member of the Church • it removes original sin • the catechism teaches that without it a person can receive no other sacraments <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Bible says Christians must worship God • worship is a way to communicate with God • worship brings the Christian community together in a communal way <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • God does not exist so worship is a waste of time • it is better to love your neighbour than to spend time worshipping • God does not need people to worship him <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|--|------|
| 7 (a) A01 | <ul style="list-style-type: none"> a call from God to lead the Christian life <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> a call from God a calling <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (b) A02 | <p>Indicative content</p> <p>Answers which think that people should live the monastic life are likely to use such reasons as:</p> <ul style="list-style-type: none"> it brings the monk/nun closer to God it fulfils the vocation of those in the monastic communities the people living the monastic life are working to bring the whole world closer to God through their actions (eg prayer) <p>Answers which think that people should not live the monastic life are likely to use such reasons as:</p> <ul style="list-style-type: none"> living away from the world is a waste of time - they should lead an active life Jesus did not lead a monastic life, people should follow his example the monastic life is not natural, people should have families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it teaches how to show respect for other people • it teaches how to show respect for God • the teachings in the sermon cover all aspects of life: the Golden Rule; money; judgement; displaying religion • by following the Sermon on the Mount people will find out how to lead a good Christian life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>7 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • this is what Jesus taught so must be correct • people who ‘serve money’ will become greedy and will not do what God wants them to do • if you ‘serve money’ you will spend so much time doing this you will have no time left for God <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • many people try to make money in order to love God (eg by charitable donations) • there is no problem as long as the person’s wealth does not stop them worshipping God • the Church is very wealthy and still serves God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the life of prayer and meditation lived by some religious orders <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> life of prayer life of meditation <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think that it is wrong to make a display of your religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> it is shown to be wrong in the Sermon on the Mount Jesus said religion should be a private matter if a person displays their religion it may offend others who do not have the same beliefs <p>Answers which think that it is not wrong to make a display of your religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> if a person wishes to display their religion they should have the right to do so it is a way of showing others that your religion is important to you on occasions Jesus made a display of religion - Christians should follow his example <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 8 (c) AO1 | <p>Answers will identify ONE Roman Catholic organisation working in the United Kingdom and clearly explain how their work relieves poverty and/or suffering in the United Kingdom, eg SVP (St Vincent de Paul Society).</p> <p>No marks should be given to organisations working outside the UK nor to organisations which are not specifically Roman Catholic.</p> <p>As the work will depend on the organisation, marks must be awarded according to the levels.</p> <p>If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • they should because he is their creator and Father • because they don't show enough respect now (eg people no longer go to Mass) • because if you show respect to God you will get to heaven <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • people show enough respect for God, Sunday is still a holy day • people show respect to God, it is just not visible • there are many people who do not believe in God - they should not have to show respect to God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 11: Islam

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS11/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEFS AND VALUES

You must answer ONE question from this section.

EITHER

- 1 (a) What is **tawhid**? (2)
- (b) Do you think Allah created the universe?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Ibrahim is important for Muslims. (8)
- (d) "Muslims are free to do what they like with their lives."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Explain why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is **al-Qadr**? (2)
- (b) Do you think Muslims are right to believe in angels?
Give **two** reasons for your point of view. (4)
- * (c) Explain why belief in the mercy and compassion of Allah is important for Muslims. (8)
- (d) "Harming other people is a worse sin than shirk."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Explain why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – COMMUNITY AND TRADITION

You must answer ONE question from this section.

EITHER

- 3 (a) What is the **Bismillah**? (2)
- (b) Do you think mosques are important for the Muslim community?
Give **two** reasons for your point of view. (4)
- * (c) Explain why the ummah is important for Muslims. (8)
- (d) "The Qu'ran is the only authority for Muslims."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Explain why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is the **Shari'ah**? (2)
- (b) Should people respect the Qur'an more than any other book?
Give **two** reasons for your point of view. (4)
- * (c) Explain why the mosque committee is important for Muslims. (8)
- (d) "Some Muslim groups have too much influence on British mosques."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Explain why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 3 – WORSHIP AND CELEBRATION

You must answer ONE question from this section.

EITHER

- 5 (a) What is the **qiblah**? (2)
- (b) Do you think fasting makes a person a better Muslim?
Give **two** reasons for your point of view. (4)
- * (c) Explain why the events at Mina are important for Muslims during hajj. (8)
- (d) "It doesn't matter how rich you are as long as you give zakah."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Explain why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **wudu**? (2)
- (b) Do you think saying the Shahadah makes someone a Muslim?
Give **two** reasons for your point of view. (4)
- * (c) Explain why prayer (salah) is important for Muslims. (8)
- (d) "The visit to Arafat is the most important part of hajj."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Explain why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

(a)

(b)

(c)

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(d) (i)

(ii)

SECTION 4 – LIVING THE MUSLIM LIFE

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **madrasah**? (2)
- (b) Do you think Islamic food laws are a good thing for Muslims today?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Muslim laws on gambling are important in a Western society. (8)
- (d) "Drugs and alcohol are alright, as long as you do not have too much."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Explain why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is **aqiqa**? (2)
- (b) Do you think religious dress laws are a good thing for Muslims today?
Give **two** reasons for your point of view. (4)
- *(c) Explain how **ONE** Muslim organisation helps to relieve poverty and/or suffering in the United Kingdom. (8)
- (d) "Islamic laws about riba do not work in a capitalist society."
In your answer you should refer to Islam.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Explain why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

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Unit 11: Islam

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 1 (a) AO1 | <ul style="list-style-type: none"> the oneness of Allah belief in the unity of Allah <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> oneness unity belief in Allah <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) AO2 | <p>Indicative content</p> <p>Answers which believe Allah created the universe are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is taught in the Qur'an the appearance of design in the universe requiring Allah to be the designer Allah is omnipotent so must have the power to create the universe <p>Answers which do not believe Allah created the universe are likely to use such evidence as:</p> <ul style="list-style-type: none"> the non-existence of God scientific explanations for the appearance of design in the universe there is no certain evidence that Allah created the universe <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because the Qur'an teaches this) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because it is taught in the Qur'an and this is the true word of Allah) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|---|
| 1 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • he is a prophet of Allah • he taught belief in one God • he received a revelation from Allah • he is remembered by Muslims during Hajj because of his willingness to sacrifice Ismail • he is an example of faith and submission for all Muslims <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the teaching that Allah has given people free will • people must have free will if they are to be morally responsible • people experience free will when they make decisions for themselves <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • belief in al'Qadr • the belief that Muslims can only do what Allah wills • awareness of the obvious limits of human freedom <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 2 (a) A01 | <ul style="list-style-type: none"> Allah's decree of good and evil Allah's control of future events <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> fate destiny predestination Allah's decree good and evil <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (b) A02 | <p>Indicative content</p> <p>Answers which believe that angels exist are likely to use such evidence as:</p> <ul style="list-style-type: none"> there is clear evidence for angels in the teaching of the Qur'an belief in angels is one of the six principal beliefs of Islam the teaching that the Qur'an was revealed to the Prophet through the angel Jibreel <p>Answers which do not believe in angels may use such evidence as:</p> <ul style="list-style-type: none"> they are part of human imagination there is no evidence for them in everyday life they are just a symbol of communication between God and people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg the Qur'an was revealed through the angel Jibreel) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg the Qur'an was revealed through the angel Jibreel and this revelation is the basis of the faith of Islam) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 2 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • these qualities are taught in the Qur'an • each surah begins with the words 'in the name of Allah, the most merciful and compassionate' • Muslims experience these qualities when they seek the forgiveness of Allah • this belief prevents Muslims from falling into despair on account of their sins • this belief sustains Muslims when they anticipate the Day of Judgement <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>2 (d) A02</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if there is no God, the most important thing in life is how you treat other people • hurting other people is not approved in any moral code • shirk is a belief; it doesn't affect other people <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • to associate anyone/anything with Allah is the worst of all sins • it is expressly forbidden in the Qur'an and may not be forgiven • a Muslim's duty to Allah comes before responsibilities to others <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> • (the words) In the name of Allah, the merciful, the compassionate • the words which begin every surah <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • the mercy and compassion of Allah • a word in the Qur'an <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which believe that the mosque is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it provides a focus of identity for the Muslim community • it provides a place for communal prayer • it provides a centre for the teaching of Islam <p>Answers which believe the mosque is not important are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Muslims can pray in any clean place • Muslims can gather in their homes • Muslims can learn about Islam from their parents <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Muslims can learn about Islam from their parents) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg Muslims can learn about Islam from their parents, who can read the Qur'an to them and teach them what is halal and haram) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Islam is a social religion • the ummah reflects the unity and oneness of Allah • it is the ummah which gives strength to individual Muslims • the ummah is worldwide and embraces people of all races and cultures <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • only the Qur'an is believed to be the word of Allah • other sources, such as Hadith, do not have the same authority • Muslims believe the Qur'an gives sufficient guidance to follow the straight path <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is not possible to interpret the Qur'an without reference to other authorities • the Qur'an cannot give guidance on new developments (eg in science/medicine) • Muslims also need human guides to help them to apply the teaching in their particular circumstances <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 4 (a) A01 | <ul style="list-style-type: none"> Islamic law based on Qur'an and Sunnah <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> (Islamic) laws <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) A02 | <p>Indicative content</p> <p>Answers which believe the Qur'an should be the most respected book are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is the word of Allah it was revealed to the Prophet it is the final and unchangeable revelation <p>Answers which believe the Qur'an should not be the most respected book are likely to use such evidence as:</p> <ul style="list-style-type: none"> other holy books of other religions are worthy of just as much respect all books, not just holy books, should be respected no holy book should be respected because they are all untrue <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it is the word of Allah) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it is the word of Allah and therefore superior to all other books) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|---|
| 4 (c) AO1 | <p>The main reasons are likely to be:</p> <ul style="list-style-type: none"> • it oversees the running of the mosque and therefore influences the direction the Muslim community takes • it appoints the imam to lead the prayers, which is the main function of a mosque • it provides the facilities for the community to function properly (eg for funerals) • it helps to guard the community against the excesses of individuals • it helps to encourage consensus within the local Muslim community <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • examples of particular groups (eg Jamaatis/Sufis) which influence the teaching and direction of the mosque community • evidence of where particular Islamist groups have influenced mosques to become a haven for radicalism • the belief that mosques should be non-sectarian and provide for the needs of the whole ummah <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • this influence is only confined to a tiny minority • most mosques are non-sectarian and mainstream, and provide for the needs of the whole ummah • variety in mosque communities is to be welcomed as long as it does not cause division <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 5 (a) AO1 | <ul style="list-style-type: none"> the direction of the ka'abah the direction Muslims face to pray a niche in the inner wall of the mosque <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> an alcove part of the mosque <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (b) AO2 | <p>Indicative content</p> <p>Answers which think fasting makes a person a better Muslim are likely to use such evidence as:</p> <ul style="list-style-type: none"> it helps Muslims to be thankful for the Qur'an it helps to build a sense of discipline it helps to remind Muslims of the poor <p>Answers which think fasting does not make a person a better Muslim are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is not valid unless it is done with the right intention such rituals are not an end in themselves not everyone is able to fast <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because it is a pillar of Islam) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because it is a pillar of Islam and thus is an obligation for all Muslims who are able to fast) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it is a place of preparation for the visit to Arafat, the holiest part of the hajj • it is where stones are thrown at the pillars reminding Muslims to reject evil in their lives • it is where they remember the faith of Prophet Ibrahim and try to follow his example • it is where they thank Allah through the sacrifice of an animal and thus strengthen the bonds of the ummah <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • giving zakah is prescribed for all Muslims as an obligation • by giving zakah, a person's wealth is purified • Islam does not discourage wealth <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • wealth also has to be used responsibly • Islam does not approve of indiscriminate wealth (eg it must be earned legitimately) • merely giving zakah without the right intention (eg to be a charitable person) does not count <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 6 (a) A01 | <ul style="list-style-type: none"> washing before salah ritual washing <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> washing <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (b) A02 | <p>Indicative content</p> <p>Answers which believe saying the shahadah is what makes you a Muslim are likely to use such reasons as:</p> <ul style="list-style-type: none"> it is the first pillar of Islam there is no formal ceremony and it is the only thing which is needed to make you a Muslim it is a clear declaration of the faith of Islam <p>Answers which believe saying the shahadah does not make you a Muslim are likely to use such reasons as:</p> <ul style="list-style-type: none"> simply repeating the words does not make you a Muslim your intention must also be right you must also live the whole of your life in the context of belief in Allah and his Messenger <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it is the first pillar of Islam) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it is the first pillar of Islam and expresses the basis of all Islamic beliefs in one God and in his Messenger) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------------|---|---|
| 6 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it is one of the five pillars • it establishes and builds a relationship with Allah • it is prescribed for Muslims to pray five times a day • it helps Muslims to remember Allah throughout the day • it enables Muslims to submit themselves to Allah <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it reminds Muslims of how they will stand on the Day of Judgement • it is the time when Allah forgives • it is the time when confession is made <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • all parts of the hajj contribute to the experience • the most important part of the hajj is... (eg the visit to the Ka'bah) • it is the spiritual awareness of Allah throughout the hajj which is most important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|--|------|
| 7 (a) AO1 | <ul style="list-style-type: none"> • Qur'an School • school attached to a mosque • mosque school <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> • a (Muslim) school <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (b) AO2 | <p>Indicative content</p> <p>Answers which think food laws are a good thing are likely to use such reasons as:</p> <ul style="list-style-type: none"> • they are laid down in the Shari'ah to help Muslims follow the straight path • avoiding haram food helps to uphold Muslim identity and tradition • it is part of being a Muslim <p>Answers which think the food laws are not a good thing are likely to use such reasons as:</p> <ul style="list-style-type: none"> • their importance can be overemphasised at the expense of moral laws • it is not always clear what foods are halal and what are not • modern hygiene rules and medical advice are a better guide to what to eat <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg because they are laid down in the Shari'ah to help Muslims follow the straight path) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg because they are laid down in the Shari'ah to help Muslims follow the straight path and this is the proper guidance people should follow to be good Muslims) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • gambling is recognised as a serious problem in Western society • gambling is a symptom of the craving for wealth which is an example of shirk • Muslims need firm guidance about how to avoid gambling • the Muslim prohibition of gambling is an important part of the straight path of Islam <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>7 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • moderation is a better rule than prohibition • there is evidence that moderation may be beneficial to human health • prohibition only leads to secret indulgence which is much more harmful <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the prohibition in Islam is absolute • problems associated with drugs and alcohol always begin with moderation • even moderation clouds the mind and this is contrary to Islamic spirituality <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> a birth ceremony for Muslim children <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> naming shaving the head a ceremony <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think Muslim dress laws are a good thing are likely to use such reasons as:</p> <ul style="list-style-type: none"> they are laid down in the Shari'ah the dress code is a mark of Muslim identity it protects modesty as required by the Qur'an <p>Answers which think Muslim dress laws are not a good thing are likely to use such reasons as:</p> <ul style="list-style-type: none"> their importance can be overemphasised at the expense of moral laws it is not always clear what should be the correct form of dress as long as a Muslim dresses modestly, they fulfil the requirements of the Qur'an <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because they are laid down in the Shari'ah) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because they are laid down in the Shari'ah and this is the guidance for Muslims who wish to follow the straight path) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 8 (c) AO1 | <p>Answers will identify ONE Muslim organisation working in the United Kingdom and clearly explain how their work relieves poverty and/or suffering in the United Kingdom.</p> <p>No marks should be given to organisations working outside the UK nor to organisations which are not specifically Muslim.</p> <p>As the work will depend on the organisation, marks must be awarded according to the levels.</p> <p>If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the economic principles of capitalist and Islamic societies are different • it is very difficult to keep to the strict code about riba when society is organised on the basis of lending and borrowing with interest • only in a society guided by Shari’ah is it possible to observe rules about riba <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Muslims are finding ways of co-existing in capitalist societies without using interest (eg loans and mortgages) • Islamic laws are universal and can work anywhere • it is not necessary to have interest to borrow or lend <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 12: Judaism

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS12/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEFS AND VALUES

You must answer ONE question from this section.

EITHER

- 1 (a) What is the **Tenakh**? (2)
- (b) Do you think the Almighty created the universe?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the covenant with Moses is important for Jewish people. (8)
- (d) "The Torah is the only guidance Jewish people need."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is the **Talmud**? (2)
- (b) Do you think the halakhah is out of date?
Give **two** reasons for your point of view. (4)
- *(c) Explain why belief in the holiness of the Almighty is important for Jewish people. (8)
- (d) "The Messiah will come to save the Jewish people."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – COMMUNITY AND TRADITION

You must answer ONE question from this section.

EITHER

- 3 (a) What is the **Bet Din**? (2)
- (b) Do you think rabbis are important?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the State of Israel is important for most Jewish people. (8)
- (d) "The Holocaust proves that there is no God."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is the **Knesset**? (2)
- (b) Should all Jews be Orthodox Jews?
Give **two** reasons for your point of view. (4)
- *(c) Explain why worship in a Reform synagogue has certain features which are different from worship in an Orthodox synagogue. (8)
- (d) "The State of Israel should be important for all Jewish people."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(c)

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(d) (i)

(ii)

SECTION 3 – WORSHIP AND CELEBRATION

You must answer ONE question from this section.

EITHER

- 5 (a) What is **Brit Milah**? (2)
- (b) Do you think everyone should observe Shabbat?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Simchat Torah is important for Jewish people. (8)
- (d) "To be a good Jew you must go to synagogue."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **Yom Kippur**? (2)
- (b) Should all Jewish girls have a Bat Mitzvah?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Jewish people celebrate Pesach. (8)
- (d) "You can't be a proper Jewish man if you haven't had a Bar Mitzvah."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – LIVING THE JEWISH LIFE

You must answer ONE question from this section.

EITHER

- 7 (a) What is a **mikveh**? (2)
- (b) Should Jewish people keep all of the mitzvot?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the synagogue is important for the local Jewish community. (8)
- (d) "All Jewish children should go to a Jewish school."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is a **mezuzah**? (2)
- (b) Do you think Jewish death practices help people cope with death?
Give **two** reasons for your point of view. (4)
- *(c) Explain how one Jewish organisation helps to relieve poverty and/or suffering in the United Kingdom. (8)
- (d) "Kosher food laws are not needed today."
In your answer you should refer to Judaism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

(a)

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(b)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 12: Judaism

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|--|------|
| 1 (a) AO1 | <ul style="list-style-type: none"> the Jewish Bible Torah, Nevi'im and Ketuvim the Jewish holy book <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> the Bible holy book <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) AO2 | <p>Indicative content</p> <p>Answers which think the Almighty created the universe are likely to use such evidence as:</p> <ul style="list-style-type: none"> the evidence of B'reshit (Genesis) the appearance of design in the universe requiring the Almighty to be the designer as the Almighty he must have the power to create the universe <p>Answers which do not believe the Almighty created the universe are likely to use such evidence as:</p> <ul style="list-style-type: none"> the non-existence of the Almighty scientific explanations for the universe the problems of contradictions between the two stories of creation in B'reshit (Genesis) <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because it says so in B'reshit (Genesis)) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because it says in B'reshit (Genesis) that the Almighty created the universe in six days) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|--|
| 1 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • the Covenant with Moses confirmed the promises made to Abraham by the Almighty • the Covenant with Moses gave the Jewish people the mitzvot showing them how to live as the people of the Almighty • the Covenant with Moses set out the path of the halakhah for the Jewish people to follow • the Covenant with Moses showed that the Jewish people were specially chosen by the Almighty • the Covenant with Moses set out exactly how Jewish people must behave to fulfil their part in the Covenant <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>1 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Torah contains all 613 of the mitzvot • the Torah tells Jewish people all about the covenants with Abraham and Moses • the Torah tells Jewish people how to celebrate the major festivals <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • if it were the only guidance there would be no need for the Talmud, the Responsa etc • Jewish people feel they need guidance from rabbis • Jewish people feel they need guidance from the Bet Din <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 2 (a) A01 | <ul style="list-style-type: none"> the Mishnah and Gemara collected together a collection of writings explaining the Torah the teachings of the rabbis <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> a book of Jewish laws a Jewish holy book <p>Any alternative wording of the above points is acceptable. (1)</p> | <ul style="list-style-type: none"> answers which define a different key word holy book <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (b) A02 | <p>Indicative content</p> <p>Answers which think the halakhah is out of date are likely to use such evidence as:</p> <ul style="list-style-type: none"> the Shabbat laws which regard switching on lights as work the mitzvot which treat women as inferior to men the mitzvot about food such as keeping milk and meat separate <p>Answers which do not think the halakhah is out of date may use such evidence as:</p> <ul style="list-style-type: none"> it was established by the Almighty and so cannot be out of date Shabbat improves modern life by making people take a day of rest with their families keeping kashrut gives people a healthy lifestyle <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg the Shabbat laws are too strict for life today) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg the Shabbat laws about not doing any work at all on Saturday are too strict for life today when many people have to work on Saturdays) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 2 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> holiness means set apart and the Almighty is set apart from the material world and so is to be worshipped the holiness of the Almighty makes places which Jewish people believe are specially connected with him become holy the holiness of the Almighty is the reason why Jewish people celebrate holy days and festivals holy books enable ordinary people to come in contact with the holiness of the Almighty if people follow the mitzvot, then they can become holy <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> giving a brief reason not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using two brief reasons or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using three brief reasons or a fully developed reason or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using four brief reasons or two developed reasons or three reasons with one developed or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is the teaching of the prophets • it has been the teaching of the great rabbis • it is the great hope of Judaism which has kept people going through great troubles <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • some Jewish people do not believe in the Messiah as a person but as the age of peace and justice • many have claimed to be the Messiah but have not been • the Messiah idea is just a way of stopping people rejecting the Almighty in hard times <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> a Jewish court of law a Jewish court <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> where Jews go for advice a court <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which think the rabbi is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> the rabbi can give advice about what the laws mean today the rabbi leads synagogue worship the rabbi teaches about Judaism <p>Answers which think the rabbi is not important are likely to use such evidence as:</p> <ul style="list-style-type: none"> there are the Codes and Responsa so you don't need guidance from a rabbi as long as you have a cantor, you don't need a rabbi for worship you can teach yourself about Judaism <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because rabbis know about the laws) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because rabbis have been taught about the laws and can give advice about what Jewish people should do) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • the State of Israel provides security for Jewish people living in other countries as they can always return to Israel • the State of Israel fulfils the promises of the Tenakh about the Jewish homeland • the State of Israel provides a place where Jewish people can be themselves • the State of Israel provides a place where it is easier to keep the mitzvot • the State of Israel ensures the preservation of Judaism <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Almighty would not have let the Holocaust happen to his chosen people • a good, all-powerful Almighty would not have allowed so many Jewish people to be exterminated • so many Jewish people prayed for the Holocaust to stop, and if the Almighty existed, he would have answered their prayers <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the Almighty has given humans freedom and the Holocaust was the fault of humans misusing their free will • some Jewish atheists rediscovered the Almighty in concentration camps • the Holocaust resulted in good things such as anti-racism and the State of Israel, so it could have been another example of the Almighty using his people to show the power of evil and how to overcome it (like the Exodus) <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 4 (a) A01 | <ul style="list-style-type: none"> the Israeli parliament <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> an assembly a parliament <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <ul style="list-style-type: none"> answers which define a different key word the Israeli government <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) A02 | <p>Indicative content</p> <p>Answers which believe all Jews should be Orthodox are likely to use such evidence as:</p> <ul style="list-style-type: none"> Orthodox Judaism keeps all the 613 mitzvot Orthodox Judaism keeps true Judaism alive Orthodox Judaism keeps the covenant and so ensures that the Almighty's promises to his people will be kept <p>Answers which believe not all Jews should be Orthodox Jews are likely to use such evidence as:</p> <ul style="list-style-type: none"> Orthodox Judaism is unfair to women by keeping them in a different place from men Orthodox Judaism dress laws may lead to prejudice by making Jewish people look different Orthodox Judaism's observance of all the mitzvot makes it too difficult to live the Jewish life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because it keeps all the mitzvot) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because it believes that Jews should keep all the mitzvot just as the Almighty commanded in the Torah) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|---|
| 4 (c) AO1 | <p>The main features are likely to be:</p> <ul style="list-style-type: none"> • men and women sitting together because Reform Jews believe in the equality of the sexes • a woman rabbi or cantor because Reform Jews believe in the equality of the sexes • some parts of the worship in English because Reform Jews believe in playing a full part in the society in which they live • men not wearing a kippah or tallith because Reform Jews believe the dress laws should be modernised <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the State of Israel provides security for Jewish people • the State of Israel fulfils the promises of the Tenakh about the Jewish homeland • the State of Israel provides a place where it is easier to keep the mitzvot <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • some Jewish people might object to the policies of the State of Israel • some Jewish people think that the true Israel can only be established by the Almighty • some Jewish people regard Judaism as a religion only and feel that the country of which they are a citizen is the most important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 5 (a) AO1 | <ul style="list-style-type: none"> the covenant of cutting the circumcision ceremony <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> circumcision a Jewish ceremony <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (b) AO2 | <p>Indicative content</p> <p>Answers which believe Shabbat should be observed by everyone are likely to use such evidence as:</p> <ul style="list-style-type: none"> it gives a chance for the family to spend a day together it is one of the Ten Commandments given to Moses it gives a day of rest for everyone <p>Answers which believe Shabbat should not be observed by everyone are likely to use such evidence as:</p> <ul style="list-style-type: none"> the modern world cannot operate with everyone having the same day of rest the rules about what is work are out of date in the days of computerisation Shabbat can have no importance for people who do not believe in the Almighty <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because it gives a day of rest) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because it gives a day of rest so that people can recover from six days of work just as the Almighty did) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it marks the end of the yearly cycle of readings from the Torah and the beginning of the next • it celebrates the importance of the Torah to Jewish people • it celebrates the special relationship of Jewish people to the Almighty • it reminds Jewish people of all that the Torah means to them <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>5 (d) A02</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • synagogue worship is the successor of Temple worship which is commanded in the Torah • the synagogue is where teaching on being Jewish in today's world takes place • the synagogue is the focus of the local Jewish community <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • daily prayer can take place in the home • the activities associated with Shabbat and the great festivals can take place at home • without a minyan you can't have a synagogue so some Jews have to live without going to synagogue <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 6 (a) A01 | <ul style="list-style-type: none"> the Day of Atonement the day for re-establishing relationships with the Almighty and with people <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a fast day a festival <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (b) A02 | <p>Indicative content</p> <p>Answers which believe all Jewish girls should have a Bat Mitzvah are likely to use such reasons as:</p> <ul style="list-style-type: none"> it would show the equality of men and women in Judaism it is widely accepted among many Reform Jews it would encourage Jewish girls to treat their faith more intellectually and perhaps become rabbis <p>Answers which believe not all Jewish girls should have a Bat Mitzvah are likely to use such reasons as:</p> <ul style="list-style-type: none"> it is not part of the Orthodox tradition many of the mitzvot cannot be observed by women it is part of the Reform tradition therefore all Jewish girls could not be expected to have a Bat Mitzvah <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it would show men and women are equal) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg it would show men and women are equal, and so make Judaism fit in better with current British society) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|--|
| 6 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Pesach celebrates the liberation of the Jewish people from slavery in Egypt • it is a celebration of the power of the Almighty and his care for the Jewish people • it remembers the sorrows and sufferings of the Jewish people in Egypt and since • it looks forward to the Messianic Age when the Almighty will give full freedom • it gives an opportunity for children to learn about history of the Jewish people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>6 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Bar Mitzvah marks the time when a Jewish boy becomes a man • only after the Bar Mitzvah can a Jewish man be part of the minyan • only after the Bar Mitzvah does a Jewish man become responsible for following the mitzvot <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • what makes a man a Jew is having a Jewish mother • where there is no synagogue, Jewish boys become men and start keeping the mitzvot without a Bar Mitzvah • what makes a Jewish man is to follow the mitzvot and worship the Almighty <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 7 (a) AO1 | <ul style="list-style-type: none"> a ritual bath a place for spiritual cleansing <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a bath <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) AO2 | <p>Indicative content</p> <p>Answers which think Jewish people should keep all the mitzvot are likely to use such reasons as:</p> <ul style="list-style-type: none"> the mitzvot are part of the Almighty's covenant with Moses and the Jewish people following all the mitzvot is what makes someone Jewish the mitzvot tell Jewish people exactly how the Almighty wants them to live <p>Answers which think Jewish people should not keep all the mitzvot are likely to use such reasons as:</p> <ul style="list-style-type: none"> some of the mitzvot are out of date in today's world Reform Jews do not keep all the mitzvot so they can't all be important if you follow all the mitzvot, you can't enjoy life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because they are out of date) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because they are out of date for example no one in a normal job can follow the Shabbat mitzvot) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • the synagogue is where Shabbat communal worship takes place • the synagogue is where the services for the great festivals take place • the synagogue is where the rabbi keeps the local community informed about living the Jewish life today • the synagogue is where Bar/Bat Mitzvah, weddings and funerals take place • the synagogue is where children are taught Hebrew and Judaism <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • children are more likely to be able to keep kashrut at a Jewish school • they will be able to learn more about their faith rather than other religions • they are not likely to face any discrimination <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • faith schools are likely to divide or ghettoise the community • faith schools can increase discrimination because the non-Jews would know nothing about Jewish children • faith schools can take away children's freedom of religion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|--|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> a small scroll of the shema the scroll placed on Jewish doorposts <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> the shema something put on Jewish doorposts a scroll <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think Jewish death practices do help are likely to use such reasons as:</p> <ul style="list-style-type: none"> they encourage a grieving process to cope with death the chevra kaddisha and visits from friends give comfort to the mourners reciting kaddish reminds the mourners that all is in the hands of the Almighty who will eventually bring peace <p>Answers which think Jewish death practices do not help are likely to use such reasons as:</p> <ul style="list-style-type: none"> making sure the burial takes place as quickly as possible might not allow the bereaved to come to terms with the death keeping shiva has many rituals that people might find it difficult to follow among the Orthodox only men recite the kaddish even though the recitation might help women mourners <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because they encourage the grieving process) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because they encourage the grieving process by such things as sitting on low stools and covering mirrors) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 8 (c) AO1 | <p>Answers will identify ONE Jewish organisation working in the United Kingdom and clearly explain how their work relieves poverty and/or suffering in the United Kingdom.</p> <p>No marks should be given to organisations working outside the UK nor to organisations which are not specifically Jewish.</p> <p>As the work will depend on the organisation, marks must be awarded according to the levels.</p> <p>If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • modern methods of slaughtering and storage mean that all foods are safe to eat • keeping meat and milk separate is a waste of time and the money involved in separate utensils etc • some Reform Jews believe that kosher laws were intended for life thousands of years ago, not today <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the kosher food laws were given by the Almighty as part of the covenant • the kosher food laws are part of the mitzvot and Jewish people cannot choose which they should follow • the kosher food laws have kept Jewish people healthy and so should continue to be kept <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 13: Hinduism

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS13/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

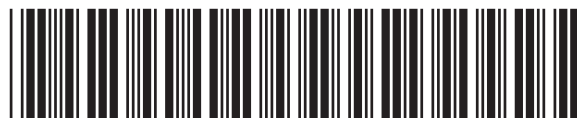
- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEFS AND VALUES

You must answer ONE question from this section.

EITHER

- 1 (a) What are the **gunas**? (2)
- (b) Do you think shakti is important in Hinduism?
Give **two** reasons for your point of view. (4)
- * (c) Explain why dharma is important for Hindus. (8)
- (d) "It is better to worship Brahman directly than to worship avatars."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is the **trimurti**? (2)
- (b) Do you think moksha is important?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Krishna is important for many Hindus. (8)
- (d) "We are who we are. There's no point in trying to change ourselves."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(c)

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(d) (i)

(ii)

SECTION 2 – COMMUNITY AND TRADITION

You must answer ONE question from this section.

EITHER

- 3 (a) What is **Sanskrit**? (2)
- (b) Should everyone follow the teachings of the Upanishads?
Give **two** reasons for your point of view. (4)
- * (c) Explain why attitudes to caste are changing in Hinduism. (8)
- (d) "Gurus are no longer needed."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **varna**? (2)
- (b) Should everyone follow a swami?
Give **two** reasons for your point of view. (4)
- * (c) Explain why smriti (remembered) literature is important for many Hindus. (8)
- (d) "All humans are born equal."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(c)

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(d) (i)

(ii)

SECTION 3 – WORSHIP AND CELEBRATION

You must answer ONE question from this section.

EITHER

- 5 (a) What is **yatra**? (2)
- (b) Do you need to make offerings to worship God?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Vrindavan is important for many Hindus. (8)
- (d) "It is better to worship in a temple than to worship at home."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **prashad**? (2)
- (b) Do you think Holi is just an excuse for a party?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Hindus celebrate Diwali. (8)
- (d) "Every journey is a pilgrimage."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – LIVING THE HINDU LIFE

You must answer ONE question from this section.

EITHER

- 7 (a) What is **karma yoga**? (2)
- (b) Should all Hindu communities have a mandir?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the naming ceremony is important for Hindus. (8)
- (d) "Jnana (knowledge) yoga is the only way to liberation."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What are **samskars**? (2)
- (b) Do you think bhakti yoga is important?
Give **two** reasons for your point of view. (4)
- *(c) Explain why non-violence (ahimsa) is important for Hindus. (8)
- (d) "Nobody could live as a wandering holy man (sannyasin) in the modern world."
In your answer you should refer to Hinduism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 7

Question 8

Write your answer here:

(a)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 13: Hinduism

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|--|------|
| 1 (a) AO1 | <ul style="list-style-type: none"> the qualities of goodness, passion and ignorance the qualities which make up all living beings the three strands <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> qualities any one or two of the gunas <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) AO2 | <p>Indicative content</p> <p>Answers which believe shakti is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> shakti is the source of life in all living beings shakti is given form in all the goddesses worshipped by Hindus shakti brings balance into Hindu cosmology <p>Answers which do not believe shakti is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> divine power is more powerfully expressed through the male gods the concept of Brahman as neuter is more fundamental shakti only has real prominence in a few sects such as the Shaktas <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because the sacred texts say so) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because the divine power of the trimurti would not find full expression if it were not for the creative power of shakti) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|---|
| 1 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • to do one's dharma is one of the aims of Hindu life • it is a means of attaining moksha • sanatana dharma is the eternal law which guides moral behaviour • one's varnashrama dharma delineates one's earthly duties according to birth and stage in life • it forms the basis of many important Hindu texts regarding how one should live and behave <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • there is a danger that worshipping avatars could become an end in itself • it may not prove efficacious in attaining moksha • some Hindus view avatars as mythical rather than theistic <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • avatars such as Lord Krishna are seen by many to be God in the theistic sense • they allow humans to focus their worship on particular aspects of Brahman • texts such as the Bhagavad Gita teach that worshipping avatars brings liberation <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> • Brahma, Vishnu and Shiva • the three most important deities in Hinduism <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • Hindu gods • any two of Brahma, Vishnu, Shiva <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which think that moksha is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is one of the main aims of the Hindu life • it is liberation from samsara • it provides life with purpose and meaning <p>Answers which do not think that moksha is important may use such evidence as:</p> <ul style="list-style-type: none"> • there is no proof that anything exists outside samsara • if it means identity with Brahman then one's identity is lost • living forever inside samsara is a more attractive prospect <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg the whole point of life is to attain moksha) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg this life would be meaningless unless we had a final goal, even the sacred texts tell us this) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 2 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • he is one of the most important avatars of Lord Vishnu • he is believed to have the power to overcome evil and bring harmony to the world • his teachings are contained in the Bhagavad Gita which is a important text for many • as Ishvara Krishna he is important to many bhakti groups • the devotion shown to him by Radha and the gopis is an example to all Hindus of how God should be worshipped <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>2 (d) A02</p> | <p>Indicative content Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • our nature is entirely dictated by the karmic effects of previous lives • we cannot change the person we are now, only what we may become • you can't change your genetic make-up <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • despite our karmic burden we have the freedom to change • it is our duty to make changes to who we are in order to progress towards moksha • we should try to change ourselves to make life better <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|--|------|
| 3 (a) A01 | <ul style="list-style-type: none"> the sacred language of the Hindu scriptures <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> holy language Hindu language <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (b) A02 | <p>Indicative content</p> <p>Answers which think everyone should follow the Upanishads are likely to use such evidence as:</p> <ul style="list-style-type: none"> they explain the meaning of the Vedas they deal with important eternal questions like the nature of Brahman they give guidance on how to live <p>Answers which think that not everyone should follow the Upanishads are likely to use such evidence as:</p> <ul style="list-style-type: none"> they are only relevant to Hindus so can't apply to other religions they are so ancient that they are no longer relevant they contradict one another <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg they help us to understand the origin of the universe) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg they help us to understand the nature of the universe as it has been revealed in the Vedas) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 3 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • traditional occupational divisions do not relate easily to the demands of modern industry • it is difficult to observe caste divisions in an urban environment • discrimination by caste is forbidden by Indian law • some Hindu groups reject the idea of caste divisions • many Hindus see caste as an irrelevance or unfortunate cultural accretion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the improvement in education and communications mean that personal gurus are no longer necessary • we can develop our own understanding of the truth without the need for teachers of any kind • wisdom and truth can be gained from other sources (eg books) <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the deep learning and spirituality of gurus can best be communicated one to one • personal searches for truth can be very misleading or ineffective unless guided by those with deep personal experience • gurus are needed to relate Hinduism to a changing world <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> the four divisions of Hindu society Brahmins, Kshatriyas, Vaishyas and Shudras <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> any two or three of the groups <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which believe everyone should follow a swami are likely to use such evidence as:</p> <ul style="list-style-type: none"> they are important exemplars they provide spiritual guidance and knowledge they are important figureheads <p>Answers which believe that not everyone should follow a swami are likely to use such evidence as:</p> <ul style="list-style-type: none"> all the knowledge they hold is now available to us from other sources they are no more likely to be wise or insightful than the rest of us they do not have sufficient awareness of the modern world <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg they give spiritual guidance) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg they give spiritual guidance and can interpret the esoteric truths in the revealed texts) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 4 (c) AO1 | <p>The main features are likely to be:</p> <ul style="list-style-type: none"> • it provides Hindus with guidance regarding correct conduct • it communicates the ideals and values of Hinduism • it is the basis of great art and cultural expression which is central to the Hindu tradition • it contains references to popular and revered deities who are exemplars for all Hindus • it contains great philosophical and spiritual wisdom <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • newborn babies are morally equal because they have made no decisions • newborn babies are neutral in terms of wealth or status • all people have the divine within them and so must be equal <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • belief in karma would suggest that actions in past lives dictate that we are not born equal • we cannot all be at the same stage in our journey to moksha • even newborn babies are not neutral in terms of wealth and status <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 5 (a) A01 | <ul style="list-style-type: none"> Hindu pilgrimage <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> pilgrimage <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which think offerings are necessary are likely to use such evidence as:</p> <ul style="list-style-type: none"> giving offerings is a mark of respect to God giving offerings is a sign of personal sacrifice giving offerings is a means of sharing with others through the distribution of prashad <p>Answers which think offerings are not necessary are likely to use such evidence as:</p> <ul style="list-style-type: none"> the central point of worship is spiritual and does not relate to material objects there is a temptation for some to be ostentatious in giving offerings making offerings is related to outdated superstition <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg it shows self-sacrifice) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg the offering of a material object can have no effect on a deity which is transcendent) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it is believed that Lord Krishna lived there • it is one of the most sacred sites of Hindu pilgrimage in India • it is on the banks of the river Jumna which is a tributary of the holy Ganges • for Vaishnavites any site associated with the avatars of Vishnu is sacred <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • temples are places of much deeper spiritual importance than domestic homes • temples provide a better atmosphere for prayer • there are priests at temples to perform important rituals <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • God is everywhere, so sincere worship is the same anywhere • home may provide a better atmosphere for prayer than a busy temple • it is easier to worship at home <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 6 (a) A01 | <ul style="list-style-type: none"> • sacred food • blessed offerings <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • offerings • food <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (b) A02 | <p>Indicative content</p> <p>Answers which think Holi is just an excuse for a party are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it could be seen as little more than an exuberant celebration of the arrival of spring • customs such as lighting bonfires and throwing coloured powder over one another tend to lead to having fun rather than devotion • the temporary suspension of caste and rank barriers is bound to lead to joyful play in itself <p>Answers which think Holi is not just an excuse for a party are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the colours and the fire offerings have profound religious meanings • the fun and frolics are not the reasons for celebrating Holi, merely pleasant consequences • removal of rank barriers removes bitterness and leads us to celebrate the creation of goodness and life itself by God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| | | |
|------------------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • to celebrate the triumphant return of Rama and Sita to Ayodhya • to celebrate the defeat of evil and ignorance by goodness and wisdom • it marks the beginning of the New Year • it is an opportunity to start anew and review current ventures • it may bring wealth via the Lakshmi puja <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • everything we do should be an offering to God • even apparently mundane journeys should be seen as an opportunity for spiritual progress • God is everywhere so all places are sacred <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • pilgrimages should be long and challenging, not all journeys are • the destination of a pilgrimage should be a sacred place, not all destinations are • it can only be a pilgrimage if you are thinking of God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 7 (a) A01 | <ul style="list-style-type: none"> the path of good deeds performed with an attitude of selflessness the way of action <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> action good deeds <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (b) A02 | <p>Indicative content</p> <p>Answers which think Hindu communities need a mandir are likely to use such reasons as:</p> <ul style="list-style-type: none"> it provides a place for Hindu worship it provides a social centre it plays a part in preserving and promoting the identity of the Hindu community <p>Answers which do not think Hindu communities need a mandir are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Hindu community does not need a physical building in order to bind or identify it worship in the mandir is just as meaningful if done at home the social and educational services a mandir provides are available elsewhere <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because it is a place to meet other Hindus) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because it is a place to share worship and to learn from those whom one respects) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p>4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it one of the sixteen samskars • it represents the removal of pollution via bathing, new clothes and the father first shaving after the birth • it is when a child receives her/his name • the chosen name confers the characteristics of that name or associated deity upon the child <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • one can never attain moksha until one knows the true nature of the relationship between atman and Brahman • bhakti yoga and karma yoga are simply means of preparing oneself for gaining jnana • great Hindu scholars such as Shankara have declared this to be the case <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • sacred texts such as the Bhagavad Gita suggest that it is only one of the ways in which moksha can be attained • great scholars such as Ramanuja have declared that bhakti yoga is more effective • it may be the easiest way for the lucky few, but it is not the only way <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> rituals marking each new stage of life rites of passage <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> any example of a samskar (eg marriage) rituals <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think bhakti yoga is important are likely to use such reasons as:</p> <ul style="list-style-type: none"> texts such as the Bhagavad Gita suggest that it is best way to gaining liberation people of all social classes and levels of insight are capable of such loving devotion it has been an important part of the Hindu tradition since ancient times <p>Answers which think bhakti yoga is not important are likely to use such reasons as:</p> <ul style="list-style-type: none"> some sacred texts suggest that jnana yoga is more effective and, therefore, more important it ignores one's karmic nature the detachment practised by sanyasins is more important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because anyone can do it) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because Lord Krishna, who is God, suggests that it is the best way to reach him in the Bhagavad Gita) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 8 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Brahman is within every living being, so every living being should be respected • harming a living being will bring bad karma • ahimsa has been encouraged by many great Hindu leaders • it is one of the principles which make up the sanatana dharma • it is taught in many sacred texts <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is not practical to walk from place to place and find people who are willing to provide food and shelter • in most cases it is necessary to have a permanent address • the modern world provides too many material distractions <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • many people are willing to provide alms for people who command such respect • you can still travel around and teach even if you have a home • the material distractions of today are no more tempting than those of the past <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 14: Sikhism

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS14/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

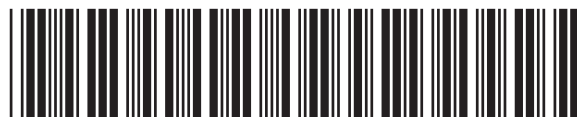
- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEFS AND VALUES

You must answer ONE question from this section.

EITHER

- 1 (a) What is the **Mool Mantar**? (2)
- (b) Do you think it is important to try to find union with God?
Give **two** reasons for your point of view. (4)
- * (c) Explain why social justice is important for living a Sikh life. (8)
- (d) "Men and women are always treated equally in Sikhism."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is **karma**? (2)
- (b) Do you think God created the universe?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Sikhs reject the caste system. (8)
- (d) "Social service is just as important as prayer in living a Sikh life."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(c)

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(d) (i)

(ii)

SECTION 2 – COMMUNITY AND TRADITION

You must answer ONE question from this section.

EITHER

- 3 (a) What is the **Guru Granth Sahib**? (2)
- (b) Do you think Guru Arjun was more important than the other Gurus to the development of Sikhism?
Give **two** reasons for your point of view. (4)
- * (c) Explain why the founding of the Khalsa is important for Sikhs. (8)
- (d) "Guru Gobind Singh changed the whole nature of Sikhism."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) Who is **Guru Angad**? (2)
- (b) Do you think Guru Nanak's river experience was the most important influence on his life?
Give **two** reasons for your point of view. (4)
- * (c) Explain why the Guru Granth Sahib is important for Sikhs. (8)
- (d) "The Khalsa is out of date."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(b)

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(c)

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(d) (i)

(ii)

SECTION 3 – WORSHIP AND CELEBRATION

You must answer ONE question from this section.

EITHER

- 5 (a) What are **gurpurbs**? (2)
- (b) Should the Guru Granth Sahib be treated in a special way?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Sikhs celebrate Vaisakhi. (8)
- (d) "The gurdwara is more of a community centre than a place of worship."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **karah parshad**? (2)
- (b) Should everyone be allowed in the langar?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Sikhs celebrate Diwali. (8)
- (d) "The akhand path is a waste of time."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 5

Question 6

Write your answer here:

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(d) (i)

(ii)

SECTION 4 – LIVING THE SIKH LIFE

You must answer ONE question from this section.

EITHER

- 7 (a) What is the **pagri**? (2)
- (b) Do you think the wearing of the five Ks (panj kakke) is important?
Give **two** reasons for your point of view. (4)
- *(c) Explain how one Sikh organisation helps to relieve poverty and/or suffering in the United Kingdom. (8)
- (d) "It is easy to be a Sikh in the UK today."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What is the **Nishan Sahib**? (2)
- (b) Do you think that Sikhs have the right attitude to alcohol?
Give **two** reasons for your point of view. (4)
- *(c) Explain why sewa is important for Sikhs. (8)
- (d) "Everybody should follow the moral teachings of the Rahit Maryada."
In your answer you should refer to Sikhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 7

Question 8

Write your answer here:

(a)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 14: Sikhism

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 1 (a) AO1 | <ul style="list-style-type: none"> the statement of basic Sikh beliefs at the beginning of the Guru Granth Sahib summary of Sikh belief about God <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> Sikh prayer a statement/ summary of beliefs <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word (eg a mantra)</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (b) AO2 | <p>Indicative content</p> <p>Answers which think it is important to find union with God are likely to use such evidence as:</p> <ul style="list-style-type: none"> the aim of a Sikh's life is to achieve union with God Indian religions like Hinduism and Buddhism believe in mukti (union with God) because this is the only way to break free of the cycle of rebirth <p>Answers which do not think it is important to find union with God are likely to use such reasons as:</p> <ul style="list-style-type: none"> since there is no God you cannot find union with God there is no proof for reincarnation so there is no need to believe in union with God because God is everywhere we are already united with God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because there is no evidence for reincarnation) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because the Gurus said that they were always in a state of union with God and, therefore, they challenged the idea that this world was full of pain and suffering and should be escaped from in future lives) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|--|
| 1 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Guru Nanak taught the meeri-peeri doctrine that a good life should involve honest work, sharing with others and a family life • the example Guru Nanak set when he established a model community at Kartarpur where everyone was treated equally • the example of Guru Arjun who was martyred for teaching that rulers could only impose laws with the consent of the people • the example of Guru Tegh Bahadur was martyred for protecting the right of people to worship as they wanted • the example of Guru Hargobind and Guru Gobind Singh who fought wars to protect the innocent <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|---|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Guru Nanak taught that women and men were equal • Guru Amardas included women as religious leaders over men • women joined the Khalsa and can perform any religious or secular role in Sikh society <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Sikh boys tend to have more freedom than Sikh girls • female members of the Khalsa are not encouraged to act as panj piare • there are more men than women in the apex Sikh religious body, the SGPC, and in gurdwara management committees more generally <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> deeds the consequences of which affect rebirth the law of cause and effect <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> what goes around comes around good deeds bad deeds <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which agree that God created the universe are likely to use such evidence as:</p> <ul style="list-style-type: none"> God is described in the Mool Mantar as the creative force the teaching of other monotheistic religions such as Judaism, Christianity and Islam the presence of order in the universe suggests that a Being created this intelligent design <p>Answers which disagree that God created the universe are likely to use such evidence as:</p> <ul style="list-style-type: none"> Buddhists can believe in an ordered universe without believing in a creator the presence of evil and suffering suggests that there is no design in the universe since there is no God, God could not have created the universe <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because there is no convincing evidence for the existence of God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because the Sikh religion teaches that there is One Creator which is a belief that makes sense because the presence of order in the universe suggests that a Being is responsible for the intelligent design) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 2 (c) A01 | <p>The main Sikh reasons are:</p> <ul style="list-style-type: none"> • Guru Nanak taught that the idea of caste was made by humans, not by God • people of all castes can join the Khalsa and members of the Khalsa lose all previous identities • writings of saints from low castes are included in the Guru Granth Sahib • serving others is seen as dignified (eg in the langar) • the Gurus made wells and pools in which everyone could draw water <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Gurus taught that holy people should work to supply their own needs and share with others • the Gurus made things better for outcastes and for women and, on occasion, even went to war • as a Sikh you are expected to serve God through service to others <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • an atheist who did a lot of good in the world would still have no relationship with God • praying involves communication with God and union with God is the aim of the Sikh life • prayer purifies your thoughts and therefore your actions <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 3 (a) A01 | <ul style="list-style-type: none"> the Sikh holy book <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a holy book <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) A02 | <p>Indicative content</p> <p>Answers which agree that the example of Guru Arjun is important are likely to use such reasons as:</p> <ul style="list-style-type: none"> he compiled the first version of the Guru Granth Sahib, sometimes called the Adi Granth he completed the building of the Harmandir Sahib which is the model for gurdwaras around the world he was the first Sikh martyr <p>Answers which do not think he is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> all the human Gurus are equal Guru Nanak is more important since he founded the religion Guru Gobind Singh is more important since he was the first person to join the Khalsa and was the last human Guru <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because he was the first Sikh martyr) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because the principle of equality is the most important principle in Sikhism and this is best shown by Guru Gobind Singh as he was the first person to join the Khalsa thereby ending the chain of single human Gurus) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| | | |
|------------------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • to crystallise the saint soldier (sant-sipahi) ideal • to destroy the caste system • to further the equality of women and men • to pass the leadership of the community to the community itself • the birth date of the Sikh community <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Guru Gobind Singh was the first member of the Khalsa ending the chain of individual human Gurus • Guru Gobind Singh created the Khalsa as saint-soldiers and so military and political action became as important as prayer and service • Guru Gobind Singh provided the Khalsa with a distinct uniform and identity <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Sikhism teaches that the spirit of the Gurus is the same although the bodies change • all the Gurus, including Guru Nanak, spoke out against injustice • the saint-soldier ideal existed before he came along <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> • Guru Nanak's successor • the second Guru <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a Guru • one of the ten Gurus <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which agree that Guru Nanak's river experience was the most important are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Guru Nanak spoke about being taken to the Court of God and given a mission to spread the praise of God and dissuade people from rituals and hatred • Guru Nanak's life changed after the experience • Guru Nanak's experience was a kind of near death experience so it affected him greatly <p>Answers which disagree that Guru Nanak's river experience was not the most important are likely to use such evidence as:</p> <ul style="list-style-type: none"> • we only have his testimony for his experience • there were other spiritual experiences during his life (eg miracles stories) • there were other external influences (eg his meeting with different religious leaders) <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| | | |
|----------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it is the scripture of the Sikhs • it contains the teachings of the Gurus • it is the Living Guru of the Sikhs • it contains the writings of holy people drawn from a variety of religious traditions • it is used in Sikh ceremonies <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>4 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Khalsa was created more than 300 years ago and the situation facing Sikhs is very different today • the Code of Conduct of the Khalsa needs to be updated to account for modern situations • not all people who call themselves Sikhs belong to the Khalsa <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Guru Gobind Rai joined the Khalsa, so if we are using him as a role model we should also join the Khalsa • the Khalsa is the definitive form of the Sikh community; without it the community would disappear • it provides a timeless structure of Sikh values <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|--|------|
| 5 (a) A01 | <ul style="list-style-type: none"> anniversaries of a Guru's birth/death <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> special days of the Gurus a Guru's birthday <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p> | <ul style="list-style-type: none"> anniversary answers which define a different key word <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which think that the treatment of the Guru Granth Sahib should be special are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Guru Granth Sahib is the holy text of the Sikhs the Guru Granth Sahib is the ruler of a Sikh's life the Guru Granth Sahib is regarded as the living Guru <p>Answers which do not think that the treatment of the Guru Granth Sahib are likely to use such reasons as:</p> <ul style="list-style-type: none"> it is in danger of being treated almost as an idol it is only a book so it does not require special treatment it is the message not the book itself that is important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 5 (c) A01 | <p>Vaisakhi is celebrated because:</p> <ul style="list-style-type: none"> • it marks the creation of the Khalsa • it is the birthday of the Khalsa • it is when Guru Gobind Rai joined the Khalsa showing that the leadership of the community was now passed to the community • the 5 Ks and the amrit ceremony were created on this day • it marks the date of a traditional festival in the agricultural calendar and many Sikhs come from rural backgrounds <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • gurdwaras are attended and supported by non-practising as well as practising Sikhs • gurdwaras offer a range of social services, including classes, provision for the elderly, and food for the homeless • many Sikhs only attend the gurdwara for rites of passage <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the gurdwara is literally a ‘door to the Guru’ • the presence of the Guru Granth Sahib determines the range of activities in the gurdwara • the majority of activities in the gurdwara relate to reading and singing hymns from the Guru Granth Sahib <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|--|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> sanctified food which is served in the gurdwara it is ghee, water, sugar and semolina <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> holy food special food food served in the gurdwara <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (b) AO2 | <p>Indicative content</p> <p>Answers which agree everyone should be allowed in the langar are likely to use such reasons as:</p> <ul style="list-style-type: none"> langar emphasises the equality of all humans since anyone can come to eat it langar provides an opportunity for sewa (service to everyone) an open langar was established by Guru Nanak <p>Answers which disagree that everyone should be allowed in the langar are likely to use such reasons as:</p> <ul style="list-style-type: none"> some people come just for a free meal some people (eg drunks and veiled women) are not allowed in the gurdwara only people who are willing to respect the gurdwara should be allowed in <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons 2 marks or one developed reason <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 6 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Guru Hargobind was freed from prison on this day • Guru Hargobind freed 52 other prisoners of conscience • it reminds Sikhs to campaign for human rights today • it is a traditional festival celebrated in India and most Sikhs have their roots in India • it establishes the Sikh identity <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • few young Sikhs in Britain understand the language of the Guru Granth Sahib so they understand very little of what is being read • the Gurus emphasised good actions rather than rituals and unless you are reading it yourself or listening to it with understanding, it is just a ritual • the practice of akhand paths was introduced at a time of persecution when Sikhs could not visit gurdwaras, so it is less relevant today <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • most young Sikhs in Britain are from Punjabi heritage and so even if they do not understand every word by listening to it they improve their understanding of the teachings • listening to the praise of God is itself a good act • akhand paths mark special occasions in the life of a person or the community <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 7 (a) A01 | <ul style="list-style-type: none"> the Sikh turban <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a piece of clothing a turban <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (b) A02 | <p>Indicative content</p> <p>Answers which think the wearing of the 5 Ks is important are likely to use such reasons as:</p> <ul style="list-style-type: none"> it is the Sikh uniform it leads to a sense of identity Guru Gobind Singh is a role model for Sikhs and he joined the Khalsa and wore the 5 Ks <p>Answers which do not think the wearing of the 5 Ks is important are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Guru Granth Sahib does not mention the 5 Ks the Khalsa was founded 300 years ago during a period of persecution and so its uniform is not relevant today the Gurus said that religious clothes and identity were less important than good actions <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 7 (c) AO1 | <p>Hibernia gurdwara relieves poverty and suffering in Britain by:</p> <ul style="list-style-type: none"> • offering langar to all people, including refugees and homeless people from different communities • taking langar to a local refugee centre • providing a venue for elderly Sikhs to meet • providing visits to people in hospital and in prison • acting as a centre for reporting of race hate crimes • acting as a centre for collection of blood <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • legislation has been changed to make it possible for Sikhs to practise their religion (eg regulations about helmets on motor bikes) • Sikhs do not have any priests so they have been able to adapt their religious practices to life in Britain quite easily • Sikh teachings about freedom of belief and social equality are in tune with the values of modern Britain <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • there are too many temptations • Sikhs may face prejudice and discrimination because of their turbans • there is racism against ethnic minorities <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> Sikh flag an accurate description of the flag (eg a saffron coloured flag with the Khanda) <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> flag <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think that Sikhs have the right attitude to alcohol are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Guru Granth Sahib says that you should not drink alcohol since people do foolish things under its influence the Guru Granth Sahib says that you should not eat or drink anything that harms your body the Gurus are the role models for Sikhs and they did not use intoxicants <p>Answers which disagree with the Sikh attitude to alcohol are likely to use such reasons as:</p> <ul style="list-style-type: none"> medical opinion says that drinking a limited quantity of red wine may be beneficial to health it may be possible to consume alcohol without losing control and doing foolish things ethanol is used in a lot of medicines <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 8 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it reduces self-centredness which is the main spiritual defect • sewa is an action of service that helps another person and this will bring good karma • wand chakna (sharing) is part of the golden threefold path and sharing is a form of service • sewa in the langar shows the equality and dignity of all people as all are welcome to eat and worthy to be served • service is just as important as prayer in living the Sikh life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a person who followed these teachings would earn good karma and avoid negative karma • it is helpful to have specific guidance • these teachings are based on the Guru Granth Sahib <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Sikhs only need to follow the Guru Granth Sahib and so the moral teachings of the Sikh Rahit Maryada either add nothing, or are irrelevant • following specific rules can make you less moral as you might do things just within the rules, rather than allowing yourself to be spiritually transformed • the Rahit Maryada was created 80 years ago and needs updating <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 15: Buddhism

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS15/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – BELIEFS AND VALUES

You must answer ONE question from this section.

EITHER

- 1 (a) What is **anatta**? (2)
- (b) Do you think meditation is important?
Give **two** reasons for your point of view. (4)
- *(c) Explain why it is important for Buddhists to follow the Four Noble Truths. (8)
- (d) "People would rather be reborn than gain nibanna."
In your answer you should refer to Buddhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) What is **samsara**? (2)
- (b) Do you think the sangha is important?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the five khandas (qualities) are important for Buddhists. (8)
- (d) "We are who we are. There's no point in trying to change ourselves."
In your answer you should refer to Buddhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – COMMUNITY AND TRADITION

You must answer ONE question from this section.

EITHER

- 3 (a) What is the **bodhi tree**? (2)
- (b) Is Zen Buddhism real Buddhism?
Give **two** reasons for your point of view. (4)
- * (c) Explain how living the life of an ascetic influenced Gotama. (8)
- (d) "You don't need to be a monk or a nun to be a good Buddhist."
In your answer you should refer to Buddhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is a **bhikkuni**? (2)
- (b) Should everyone follow the teachings of the Buddha?
Give **two** reasons for your point of view. (4)
- * (c) Explain why the Dhammapada is important for Buddhists. (8)
- (d) "Siddhattha Gotama would have been happier if he'd stayed in his father's palace."
In your answer you should refer to Buddhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(b)

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(c)

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(d) (i)

(ii)

SECTION 3 – WORSHIP AND CELEBRATION

You must answer ONE question from this section.

EITHER

- 5 (a) What is **Wesak**? (2)
- (b) Do you think puja is a waste of time for Buddhists?
Give **two** reasons for your point of view. (4)
- * (c) Explain why mudras (gestures) are important in Buddhism. (8)
- (d) "Meditation is selfish."
In your answer you should refer to Buddhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is a **rupa**? (2)
- (b) Should everyone use mantras?
Give **two** reasons for your point of view. (4)
- * (c) Explain why Vassa is important for many Buddhists. (8)
- (d) "Worshipping at a vihara is better than worshipping at home."
In your answer you should refer to Buddhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

(a)

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(c)

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(d) (i)

(ii)

SECTION 4 – LIVING THE BUDDHIST LIFE

You must answer ONE question from this section.

EITHER

- 7 (a) What is **dana**? (2)
- (b) Should every Buddhist community have a vihara?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the pansils are important for Buddhists. (8)
- (d) "All Buddhists should be vegetarians."
In your answer you should refer to Buddhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) What are the **vinaya**? (2)
- (b) Is khanti (patience) important for everyone?
Give **two** reasons for your point of view. (4)
- *(c) Explain why right livelihood is important for Buddhists. (8)
- (d) "Being a Buddhist monk or nun is easy."
In your answer you should refer to Buddhism.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 15: Buddhism

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|--|------|
| 1 (a) A01 | <ul style="list-style-type: none"> the denial of a personal self or soul impermanence of self <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> impermanence <p>Any alternative wording of the above point is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think meditation is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is the best way to get beyond the distractions of the world it is the only way to achieve enlightenment it is a practice proposed by the Buddha himself <p>Answers which do not think meditation is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> few people have the spiritual proficiency to use meditation well following the pansils is more important doing good actions is better than meditation <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because it is selfish) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because it enables one to understand the truth about oneself and therefore help others) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 1 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • they show us that the cause of suffering in samsara is desire • they provide us with a means of overcoming suffering • they are the fundamental teaching from which all other Buddhist teachings have developed • they are central beliefs in all Buddhist traditions/schools • they underpin all Buddhist ethics <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>1 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • at least you would have a sense of individuality in the next life • you would be able to continue to enjoy material things and social interaction • you would be able to improve on how you had lived <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • nibanna is a state of peace • nibanna brings perfect happiness through the cessation of craving • nibanna ends greed, hatred and ignorance <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 2 (a) A01 | <ul style="list-style-type: none"> the continual round of birth, death and rebirth the universe of time and space the cycle of rebirth <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> rebirth cycle <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 (b) A02 | <p>Indicative content</p> <p>Answers which think the sangha is important are likely to use such evidence as:</p> <ul style="list-style-type: none"> as it is the fellowship of all Buddhists it has to be important to them there are still a large number of people who have chosen to lead a monastic life it is one of the Three Jewels <p>Answers which do not think the sangha is important may use such evidence as:</p> <ul style="list-style-type: none"> Buddhism could be seen as an essentially solitary practice so the sangha is irrelevant the monastic sangha is not in touch with the modern world the sangha is no longer needed to provide social services such as education and accommodation for travellers <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg the rules of the sangha are too strict for life today) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg a central tenet of Buddhism is to help others in their search for truth and this requires the example and support of the sangha) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 2 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • these are the elements which make humans what they are • the way in which they come together in a person is what makes them unique in this rebirth • the fact that we have mental formations and consciousness means that we can be aware of our own existence • we also have the capacity to understand and respond to the Three Universal Truths <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • our nature is dictated by the kammic effects of previous lives and is, therefore, beyond our control • our nature is dictated by the Five Khandas • our nature is determined by genetics <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • despite our kammic burden we have the freedom to choose how we behave • we have a duty to change and improve our nature in order to progress • Buddhism teaches that we can change ourselves <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 3 (a) AO1 | <ul style="list-style-type: none"> the tree under which the Buddha realised enlightenment the tree of wisdom <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a pipal tree <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) AO2 | <p>Indicative content</p> <p>Answers which think that Zen Buddhism is real Buddhism are likely to use such evidence as:</p> <ul style="list-style-type: none"> each type of Buddhism is 'real' to its adherents the essence of all Buddhism is to remove tanha, as this is the essence of Zen it must be real Buddhism its rejection of earthly vows, texts and rituals in favour of satori is very Buddhist indeed <p>Answers which think that Zen Buddhism is not real Buddhism are likely to use such evidence as:</p> <ul style="list-style-type: none"> it rejects the sacred scriptures which are at the heart of real Buddhism it rejects the use of vows and rituals used by most Buddhists to gain enlightenment other branches of Buddhism claim that they are the real Buddhism, so Zen cannot be <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 3 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • he learned that asceticism can promote self-discipline and non-attachment • this influenced the lifestyle he suggested for the sangha • he saw that it cannot lead to nibbana as it becomes an end in itself • it is one of the factors which inspired him to search for the middle way <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • being a good Buddhist is a matter of one's attitude to the world • anyone can attain a high level of insight through effective meditation • you only need to follow the Eightfold Path <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • only monks and nuns are sufficiently detached to attain Nibbana • the extra disciplines which monks and nuns undertake make it possible for monks and nuns to be better Buddhists than lay people • monks and nuns are closer to enlightenment <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|---|---|------|
| 4 (a) A01 | <ul style="list-style-type: none"> a Buddhist nun <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a nun <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | Answers which define a different key word | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) A02 | <p>Indicative content</p> <p>Answers which believe everyone should follow the teachings of the Buddha are likely to use such evidence as:</p> <ul style="list-style-type: none"> this would give everyone the chance to escape suffering and reach enlightenment the world would be a more tolerant and peaceful place it would save people from following other teachings which may be false <p>Answers which believe that not everyone should follow the teachings of the Buddha are likely to use such evidence as:</p> <ul style="list-style-type: none"> who is to say that the teachings of the Buddha are true and effective in bringing about enlightenment we should all have the freedom to follow whatever teachings we please life would be too austere and many necessary jobs would simply not be done <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|---|
| 4 (c) AO1 | <p>The main features are likely to be:</p> <ul style="list-style-type: none"> • it contains sayings attributed to the Buddha himself • it contains spiritual insights which assist one on the path to Nibbana • it outlines basic Buddhist beliefs such as kamma • parts of it give guidance on how to live in peace • it describes the aim of following the path to Buddhahood <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>4 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • he could have avoided seeing as much suffering as he did once he left • he would have lived a life of luxury • he would not have had to spend years experimenting with asceticism <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • there are no hiding places from human suffering • the happiness/absence of suffering he would have experienced would have been false • the happiness he gained outside the palace was of the highest order possible <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 5 (a) A01 | <ul style="list-style-type: none"> • Buddha Day • festival celebrating the birth (life, enlightenment and passing away) of the Buddha <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a festival • a month <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which believe doing puja is a waste of time are likely to use such evidence as:</p> <ul style="list-style-type: none"> • you can't worship without a God • puja is not part of the Eightfold Path • the Buddha did not perform puja <p>Answers which believe doing puja is not a waste of time are likely to use such evidence as:</p> <ul style="list-style-type: none"> • there may be a more spiritual atmosphere in a vihara • one is less likely to be distracted during shared puja • sharing puja is an important part of the Buddhist tradition <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • they provide a powerful form of self expression • they remind the worshipper of their purpose • they inform us of the symbolic meaning of Buddha rupas • they can communicate specific teachings of the Buddha • they may relate to specific events in the life of the Buddha <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|-----------------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the whole focus of meditation is the control of the body and mind and the consideration of the self • even when conducted with others, meditation requires one to ignore one's surroundings and focus on the self • meditation only brings benefits to oneself <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • you can meditate on the well being of others • meditation helps you to concentrate and follow the Eightfold Path better <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 6 (a) A01 | <ul style="list-style-type: none"> • a Buddha image • a statue of Buddha <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a statue • an image <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (b) A02 | <p>Indicative content</p> <p>Answers which think everyone should use mantras are likely to use such reasons as:</p> <ul style="list-style-type: none"> • their use encourages effort and concentration • they enable groups to learn things together • they are useful in meditation <p>Answers which think not everyone should use mantras are likely to use such reasons as:</p> <ul style="list-style-type: none"> • most mantras would be unintelligible for non-Buddhists • chanting in groups becomes an end in itself and is too involving to allow personal meditation • they may be a reasonable discipline for monks and nuns but do not fit well into the busy life of the laity <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg because they encourage concentration) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg because they focus the mind and allow the meditative process to begin) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 6 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it is a reminder of the Buddha's first sermon • it marks the beginning of the rainy season and/or full moon in the month of Asalha • it is a time for reflection, study and meditation • some lay people leave behind their ordinary lives during this period and renew their commitment to the Dharma • monks and nuns end the period by constructively assessing one another's characters • it is an opportunity to gain good kamma <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • viharas are places of much deeper spiritual importance than homes • viharas provide a better atmosphere for meditation • monks and nuns are available at viharas to provide guidance <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • sincere worship is the same wherever it is done • home may be more conducive to meditation than a busy vihara • your worship at home can be tailored to your needs <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 7 (a) A01 | <ul style="list-style-type: none"> the paramita of generosity perfection of giving <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> one of the perfections (paramitas) giving generosity a paramita <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (b) A02 | <p>Indicative content</p> <p>Answers which think viharas are needed by every Buddhist community are likely to use such reasons as:</p> <ul style="list-style-type: none"> they provide a centre of great spirituality in which to worship they may act as places of education for the local population they provide shelter for the community and travellers who arrive in the area <p>Answers which do not think viharas are needed by every Buddhist community are likely to use such reasons as:</p> <ul style="list-style-type: none"> Buddhists do not need to worship in community viharas are no more spiritual than anywhere else they focus on the needs of monks and nuns not all Buddhists <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because they are places where people can gather to worship) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because they are out of date in terms of their educational role and are not essential for real worship) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 7 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> any application of the pansil contributes to one's progress towards Nibbana abstaining from certain behaviours allows one to live a more moral life it helps one to follow the Noble Eightfold Path the importance of the negative application of any of the individual pansil should be credited <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> giving a brief reason not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using two brief reasons or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using three brief reasons or a fully developed reason or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using four brief reasons or two developed reasons or three reasons with one developed or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|-----------------|
| <p>7 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • being a vegetarian would allow one to show compassion to living things • to eat meat is contrary to the expectations of the pansil • eating meat gives bad kamma <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • killing plants is just as contrary to the expectations of the pansil as killing animals is, vegetarianism just eases one's conscience • if animals are killed and eaten with the correct attitude one's dhamma can still be fulfilled • Buddhists are allowed to eat meat <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the rules of the monastic life rules for monks and nuns <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> rules a sacred book <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think khanti is important for everyone are likely to use such reasons as:</p> <ul style="list-style-type: none"> if everyone were patient there would be less conflict if you are patient with others you are likely to be patient with oneself it helps people to recognise their own abilities and limitations <p>Answers which think khanti is important for everyone are likely to use such reasons as:</p> <ul style="list-style-type: none"> it means that people will have to react more slowly to poor behaviour in others sometimes being patient stops you making progress because you accept, rather than change, your own limitations being patient will not have a good effect on people's material lives <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because they might understand the faults of others better) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because they understand themselves better and are more likely to make spiritual progress) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 8 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> any application of the pansil contributes to one's progress towards Nibbana adhering to certain behaviours enables one to live a more moral life it helps one to follow the Noble Eightfold Path the importance of the positive application of any of the individual pansil should be credited <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> giving a brief reason not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using two brief reasons or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using three brief reasons or a fully developed reason or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using four brief reasons or two developed reasons or three reasons with one developed or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 8 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • monks and nuns don't have to work to get shelter and food • they only have to consider their own needs • they need no particular physical or intellectual talents <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the demands of the extra pansil are considerable • meditation is actually very demanding and is not selfish • rejecting the pleasures of life is unnatural <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Religious Studies

Unit 16: Mark's Gospel

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5RS16/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

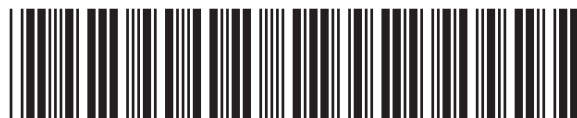
- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION 1 – DISCIPLESHIP

You must answer ONE question from this section.

EITHER

- 1 (a) What is a **disciple**? (2)
- (b) Do you think Peter was a failure?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the story of the rich man might cause problems for some Christians today. (8)
- (d) "It is much easier to be a disciple of Jesus today."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 1 = 20 marks)

OR

- 2 (a) Who was **Levi**? (2)
- (b) Do you think serving God is more important than loving your family?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Mark's account of the parable of the sower causes problems for Christians today. (8)
- (d) "Most Christians today ignore Jesus' teachings about discipleship."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 2 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 1** **Question 2**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 2 – CONFLICT AND ARGUMENT

You must answer ONE question from this section.

EITHER

- 3 (a) What is the **Sabbath**? (2)
- (b) Do you think Jesus was right to eat with sinners?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Jesus' argument with the Sadducees about resurrection is important for Christians today. (8)
- (d) "Christians should avoid conflict with the authorities."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 3 = 20 marks)

OR

- 4 (a) What is **corban**? (2)
- (b) Do you think Christians today should obey the Sabbath laws?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Jesus' disagreements with the Pharisees about the meaning of the Law are significant for current arguments about social cohesion. (8)
- (d) "The woman at Bethany was right to anoint Jesus."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Write your answer here:

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(b)

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(c)

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(d) (i)

(ii)

SECTION 3 – DEATH AND RESURRECTION

You must answer ONE question from this section.

EITHER

- 5 (a) What is **Passover**? (2)
- (b) Do you think Jesus rose from the dead?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the Last Supper is important for Christians today. (8)
- (d) "It would have been better for Christianity if Jesus had not died."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 5 = 20 marks)

OR

- 6 (a) What is **Golgotha**? (2)
- (b) Do you think Judas was evil?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the prayers of Jesus in Gethsemane cause problems for some Christians today. (8)
- (d) "The resurrection could not have happened."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

SECTION 4 – THE IDENTITY OF JESUS

You must answer ONE question from this section.

EITHER

- 7 (a) What is the **transfiguration**? (2)
- (b) Do you think Jesus was the Son of God?
Give **two** reasons for your point of view. (4)
- *(c) Explain why Matthew's account of Peter's confession is more important for Roman Catholic Christians than Mark's. (8)
- (d) "No one could feed five thousand people with five loaves and two fish."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 7 = 20 marks)

OR

- 8 (a) Who was **Jairus**? (2)
- (b) Do you think Jesus could walk on water?
Give **two** reasons for your point of view. (4)
- *(c) Explain why the transfiguration causes problems for some Christians today. (8)
- (d) "If Jesus was baptised he must have been sinful."
In your answer you should refer to Christianity.
- (i) Do you agree? Give reasons for your opinion. (3)
- (ii) Give reasons why some people may disagree with you. (3)

(Total for Question 8 = 20 marks)

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 7** **Question 8**

Write your answer here:

(a)

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(b)

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(c)

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(d) (i)

(ii)

TOTAL FOR PAPER = 80 MARKS

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Unit 16: Mark's Gospel

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|--|------|
| 1 (a) A01 | <ul style="list-style-type: none"> a follower of Jesus following Jesus <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> an apostle a named disciple <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (b) A02 | <p>Indicative content</p> <p>Answers which think Peter was a failure are likely to use such evidence as:</p> <ul style="list-style-type: none"> he often did not understand the teachings of Jesus he denied being a follower of Jesus he ran away when Jesus was arrested <p>Answers which think Peter was not a failure are likely to use such evidence as:</p> <ul style="list-style-type: none"> he was the first to recognise Jesus as the Messiah he led the disciples after the resurrection he was the leader of the early church and the first Bishop of Rome <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg he denied Jesus) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg he denied being a follower of Jesus after Jesus was arrested which a disciple should not have done) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|--|
| 1 (c) A01 | <p>The main features are:</p> <ul style="list-style-type: none"> • Jesus told the man to keep the Jewish commandments and keeping the commandments is hard for modern Christians • Jesus said “Go, sell everything you have and give to the poor, and you will have treasure in heaven.” This would cause major problems for modern Christians to obey (eg what would they live on?) • Jesus said “How hard it is for the rich to enter the Kingdom of God”, this may make modern Christians in the UK wonder what it means to be rich and whether they will be able to get to heaven. • Jesus said “It is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of God”, which also makes modern Christians question their lifestyle. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|---|----------|
| <p>1 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • followers of Jesus today are not persecuted in the way they were in Jesus' day • there are many more followers of Jesus today which makes it easier to 'fit in' • Christians today are accepted by those who are not Christians <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • following the teaching of Jesus in Mark's Gospel is still as hard as it ever was • people today often make fun of Christians • people around the world are still killed for their faith <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|--|--|---|------|
| 2 (a) AO1 | <ul style="list-style-type: none"> a tax collector who was called to be a disciple another name for Matthew <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a sinner a tax collector a disciple/apostle <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 (b) AO2 | <p>Indicative content</p> <p>Answers which think it is more important to serve God are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus said that loving God and loving your neighbour were the two greatest commands Jesus seemed to reject his family Jesus said “whoever does God’s will is my brother, sister etc” <p>Answers which do not think it is more important to serve God are likely to use such evidence as:</p> <ul style="list-style-type: none"> The commandments say honour your parents You can serve both God and your family You owe your family a lot for bringing you up, so you can’t reject them <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because Jesus said it was) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because Jesus said that whoever serves God is part of his family) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|--|--|
| 2 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • According to Mark, Jesus treats the parable as an allegory when scholars say that's not how Jesus used parables • According to Mark, Jesus said that he told everything in parables so that the crowds would not understand what he meant • According to Mark, Jesus did not want sinners to understand because he did not want them to repent and be forgiven (which seems to contradict all his teachings about coming to call sinners to repentance) • Jesus explained the parable to the disciples because even they did not understand what it meant <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>2 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • most Christians today do not give up their possessions • most Christians today do not follow all the commandments • most Christians today do not give up their family and friends to follow Jesus <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • most Christians today try to sacrifice their own possessions to help the poor eg Christian Aid • most Christians today do try to love God and love their neighbour • most Christians today see true greatness in people like Mother Teresa rather than Madonna <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|--|------|
| 3 (a) A01 | <ul style="list-style-type: none"> the Jewish day of rest the seventh day of the week Saturday <p>Any alternative wording of the above points is acceptable. (2)</p> | <ul style="list-style-type: none"> Sunday day of rest <p>Any alternative wording of the above points is acceptable. (1)</p> | <p>Answers which define a different key word (0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 3 (b) A02 | <p>Indicative content</p> <p>Answers which think Jesus was right to eat with sinners are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus said ‘It is not the healthy who need a doctor, but the sick’ he also said ‘I have not come to call the righteous, but sinners’ Jesus had to meet with them in order to teach them <p>Answers which think Jesus was not right to eat with sinners are likely to use such evidence as:</p> <ul style="list-style-type: none"> as the Messiah, Jesus should have kept himself away from sin it would have upset many of the Jews who believed that a rabbi should not have mixed with such people in the eyes of many Jewish people, this would have made Jesus no better than the sinners <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg you should not reject bad people) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg you should not reject bad people because otherwise you cannot influence them to be good) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|---|---|
| 3 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it shows Christians that life in heaven will be different from life on earth • it shows that resurrection is taught in the Old Testament • it implies that resurrection happens immediately after death, not on the Last Day (God is the God of the living) • it implies that life after death is not dependent on Christian belief as resurrection was happening before Jesus was raised <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|--|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • some Christians believe that this is part of rendering to Caesar what is Caesar's, as Jesus said in Mark • some Christians believe that this is what St Paul meant when he said civil authorities were appointed by God • some Christian Churches have taught that Christians should obey the authorities <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Jesus had conflicts with the authorities over the Sabbath laws • Jesus had conflicts with the authorities over eating with sinners • Jesus had conflicts with the authorities over trading in the Temple <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> <p style="text-align: right;">4</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> a gift dedicated to God which meant that it could not be used for anything else money given to the Temple <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> money a gift <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (b) AO2 | <p>Indicative content</p> <p>Answers which think Christians should obey Sabbath laws are likely to use such evidence as:</p> <ul style="list-style-type: none"> it is one of the Ten Commandments it is a Christian tradition to keep the Sabbath Day (the Lord's Day, Sunday) holy keeping the Sabbath laws forces Christians to make time for their service and worship of God <p>Answers which think Christians do not need to obey Sabbath laws are likely to use such evidence as:</p> <ul style="list-style-type: none"> Jesus was prepared to break the Sabbath laws Jesus said the Sabbath was made for man serving God is better done by loving your neighbour than by keeping Sabbath laws <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg because it is a Christian tradition) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg because it is a Christian tradition and many Christians find it helps them to worship God) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| | | |
|----------------------------|--|--|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Jesus' teaching that it was right for good Jews to eat with sinners showed that different groups should respect each other and socialise together • Jesus' teaching that it is what is inside you that counts, not the appearance, showed that outer differences such as dress, skin colour etc are irrelevant for judging people • Jesus' teaching on corban shows that cultural traditions should not be used to divide people from each other • Jesus' teaching that nothing that goes into people from the outside can defile them shows that different ethnic/religious groups can mix together and work together without causing any problems for God. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|---------|-----|---|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 4 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • in anointing Jesus she was preparing him for his burial • she was showing Jesus' holiness • she was doing what others failed to do <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it was a waste of money • a woman should not have been that familiar with a rabbi • her actions were open to misinterpretation <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 5 (a) A01 | <ul style="list-style-type: none"> • Jewish festival celebrating the release from Egypt • the festival Jesus and the disciples were celebrating at the Last Supper <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • Jewish festival <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <ul style="list-style-type: none"> • answers which define a different key word • the Last Supper <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 (b) A02 | <p>Indicative content</p> <p>Answers which think Jesus rose from the dead are likely to use such evidence as:</p> <ul style="list-style-type: none"> • Jesus is divine, therefore the resurrection is quite possible • there is evidence in the Bible that Jesus rose from the dead • Jesus foretold that he would rise from the dead <p>Answers which think Jesus did not rise from the dead are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is scientifically impossible for someone to rise from the dead • you can't rely on the evidence of the Bible • his body could have been stolen from the tomb <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Jesus is divine) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg Jesus is divine and God can do anything) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p> | 4 |

| | | |
|------------------------|--|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 5 (c) A01 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • it is the origin of the Eucharist • Jesus commanded his followers “do this in remembrance of me” • because the bread and wine are now the source of Jesus’ body and blood for Christians (transubstantiation/commemoration) • it is a reminder of the new covenant <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|----------|
| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Jesus would have lived longer and been able to teach more about what God is like • Jesus could have founded the Church himself and then there would have been no arguments about the Pope • God would not have been shown as sacrificing his only Son <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Mark shows that Jesus' death was part of God's plan • Jesus' predictions of his Passion in Mark show that he had to die • Mark shows that the crucifixion proves that Jesus was God's son <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------------|---|---|
| 6 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Jesus was greatly troubled and wept, which the second person of the Trinity should not do • by asking God to take this cup away from him he showed lack of trust in God's plans • by questioning God he seemed to show that he was not God • by saying not what I will, but what you will, he implied that he was separate from God • the way the disciples could not stay awake while he prayed shows the disciples (including Peter the first Pope) in a bad light <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>6 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is scientifically impossible for someone to rise from the dead • the only evidence comes from witnesses who might not be reliable • Mark’s Gospel has contradictory accounts of the resurrection <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Jesus is divine, therefore the resurrection is quite possible • there is evidence in the Gospels • Christians feel that Jesus is alive today <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|---|---|------|
| 7 (a) A01 | <ul style="list-style-type: none"> when Jesus' appearance was changed when Jesus' clothes became shining white <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> when Jesus was up a mountain when Jesus met with Moses and Elijah <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (b) A02 | <p>Indicative content</p> <p>Answers which think Jesus was the Son of God are likely to use such reasons as:</p> <ul style="list-style-type: none"> he performed miracles which only God could do he prayed to God as his father he rose from the dead <p>Answers which think Jesus was not the Son of God are likely to use such reasons as:</p> <ul style="list-style-type: none"> he had normal human emotions (eg crying in Gethsemane) he was just a teacher like many other religious teachers he never claimed to be divine, this is just an interpretation by the Church <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg Jesus is divine) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg he must be God because only God could rise from the dead) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|-----------------|---|--|
| 7 (c) AO1 | <p>The main reasons are:</p> <ul style="list-style-type: none"> • Mark's record is important because it shows that Peter was the first person to recognise Jesus as the Messiah • Matthew's record is more important because in it Jesus says that Peter is the rock on which the Church will be founded and Roman Catholics believe this • Matthew's record is more important because in it Jesus gave Peter the keys of the kingdom which is the Roman Catholic belief of the status of the Pope • Matthew's record is more important because in it Jesus gave Peter the power to forgive or retain people's sins which Roman Catholics believe was passed down from Peter to Roman Catholic priests through ordination <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|----------------|-----|--|
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7 (d) AO2 | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • there was not enough food to go around • no one can create physical food from virtually nothing • the event could be explained in other ways <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Jesus was the Son of God • Jesus had God’s spirit and power within him • there is no other way to explain this miracle but to take it at face value <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | 6 |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|-----------------|---|--|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> the synagogue ruler whose daughter was brought back to life by Jesus a Jewish leader whose daughter was brought back to life by Jesus <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> a Jewish leader a synagogue ruler a man whose daughter was raised from the dead <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 8 (b) AO2 | <p>Indicative content</p> <p>Answers which think Jesus could walk on water are likely to use such reasons as:</p> <ul style="list-style-type: none"> God can intervene in nature and cause such things to happen Mark's Gospel claims that Jesus did perform the miracle there is no other explanation for what happened <p>Answers which think do not think Jesus could walk on water are likely to use such reasons as:</p> <ul style="list-style-type: none"> the Gospels are not necessarily true Jesus might have been walking on a hidden sandbank when Mark was written people were more prepared to believe in miracles without impartial evidence <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> one brief reason (eg Mark says it happened) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> two brief reasons or one developed reason (eg Mark records it and Mark is based on the evidence of people who actually saw it like St Peter) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> two developed reasons 4 marks | 4 |

| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
|----------------------|--|---|
| 8 (c) AO1 | <p>The main features are:</p> <ul style="list-style-type: none"> • if the disciples saw Jesus transfigured, why did they run away at the arrest? • if the disciples heard God saying Jesus was his beloved son, why did they not believe the resurrection? • if Jesus could be transfigured it implies he was really God, not God and man as the creeds state • how did the disciples know which was Moses and which Elijah? <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |
| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • baptism is symbolic of the washing away of sin • John the Baptist called the people to be baptised for the forgiveness of sins • there would be no other reason for being baptised <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Jesus was called his son by God so he must have been sinless • Jesus was setting an example to his followers to be baptised • it was simply to mark the beginning of his ministry <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>6</p> |