

Mark Scheme (Results)

Summer 2012

International GCSE Religious Studies
(4RS0) Paper 01

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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.

PART 1: The total mark available for each of questions 1-8 is 20. Candidates answer four questions. The total mark available for Part 1 as a whole is 80.

PART 2: The total mark achievable for each of questions 9-26 is 25. Candidates answer two questions. The total mark available for Part 2 as a whole is 50.

PART 1: BELIEFS AND VALUES

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1(a)	<ul style="list-style-type: none"> Behaviour which is against the law of God Breaking religious laws <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> Wrongdoing Example of a sin <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	Answers which define a different key word <p style="text-align: right;">(0)</p>	2

Question Number	Answer
1(b)	<p>Level 3 answers are likely to refer to at least three such ways as: following lifestyles which conserve energy resources, and they may give such examples as reducing energy consumption or using public transport; taking part in such activities as planting trees, which promote the well-being of the planet; campaigning for conservation locally, and urging local authorities to adopt such environmentally friendly measures as recycling; joining national/international organisations that campaign for conservation, such as Greenpeace or Friends of the Earth.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
1 (c)	<p>Level 4 answers are likely to explain that judgement is about God deciding human beings' destiny after they die, based on how well or badly they have behaved during their lives on earth (and they may refer to specific teachings from the religion(s) studied); that God's decision usually involves the issue of whether they should be rewarded or punished in their future lives (whether they should be sent to heaven or hell); and that those people who believe in divine judgement will probably think seriously about the spiritual/moral quality of their lives, and particularly their conduct towards others, in order to be rewarded rather than punished.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
1(d)	<p>The issue is whether anything exists apart from the physical world.</p> <p>Level 5 answers are likely to contrast the view(s) that there are arguments (for example, that we can only be certain of the existence of things that are accessible to our senses; there is no conclusive evidence of the existence of the human soul), which support a physicalist view of the universe, with the view(s) that religious/spiritual experience and certain philosophical views (for example, mind-body dualism) support the belief that things other than the physical world/matter exist.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2(a)	<ul style="list-style-type: none"> • (The belief that) time has no beginning or end and/or that the soul of human beings is reborn again and again. <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • Coming back to life in another body • Rebirth • Reincarnation. <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	Answers which define a different key word	2

Question Number	Answer
2(b)	<p>Level 3 answers, based on Christianity, are likely to refer to at least two such teachings as: human beings can cause injustice in the world, if they disregard, or are ignorant of, what God has revealed to them through Jesus and the prophets; sin gives rise to selfishness and greed in human beings, leading them to treat others unjustly; human beings have freewill, but, as a result of sin, often exercise it in ways which disobey God's law, resulting in injustice.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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Question Number	Answer
2(c)	<p>Level 4 answers are likely to use two such reasons as: people should only be held responsible for actions which they freely perform, but there can be no such thing as free will in a world created by an omniscient God who has infallible foreknowledge of all human actions; everything that happens is predetermined and inevitable, so whatever will be, will be, and, as there is nothing human beings can do about it, there is no justification for holding them responsible for actions over which they have no ultimate control; as human personality is shaped by physical, psychological or environmental factors outside their control, human beings cannot be held responsible for actions that flow from their personality.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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Level 1	1-2	For a simple, appropriate and relevant idea.
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Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
2(d)	<p>The issue is whether animals have any rights.</p> <p>Level 5 answers are likely to contrast the view(s) that human beings, as the superior/dominant species, have the right to give priority to their needs, and to treat animals in any way they wish, with the view(s) that animals, even if they are used to serve human needs, have certain basic rights, while being the superior/dominant species carries responsibilities (for the well-being of other living things) as well as rights.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3(a)	<ul style="list-style-type: none"> Being set free from the cycle of rebirth. <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> Not being reborn again Freedom. <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
3(b)	<p>Level 3 answers, based on Islam, are likely to refer to at least two such teachings as: euthanasia is wrong, because all life is a gift from Allah, and therefore sacred; it is for Allah to decide the length of each person's life, and human beings must not interfere with his decision; euthanasia is forbidden by the Qur'an, and those who are suffering must endure the test and seek Allah's help.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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Question Number	Answer
3(c)	<p>Level 4 answers are likely to use two such reasons as: those searching for life's meaning and purpose are probably looking for something more than their everyday existence (family, friends, job) offers them, and belief in God/religion may provide this; human beings are conscious of their own mortality, and belief in God/religion offers them hope beyond physical death (and they may refer to specific religious teachings from the religion(s) studied); religious teachings (and they may refer to examples) address/answer the fundamental questions of life, and enable people to make sense of it.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
3(d)	<p>The issue is whether there is plenty of evidence that God is benevolent.</p> <p>Level 5 answers are likely to contrast the view(s) that there are religious teachings (and they may refer to examples) that God is benevolent/(all-) loving, that many religious people believe that God has this attribute, and that they claim to have experienced God's love in their own lives, for example, through healing and answers to prayers (suggesting plenty of evidence that God is benevolent), with the view(s) that it is difficult to believe that God is benevolent, in view of the existence of evil and suffering in the world, while the explanations religious people give, as to why a benevolent God should have created a world which contains evil and suffering, are unconvincing, unless they are prepared to accept that God is not all-powerful/did not create the world from nothing (suggesting little/ambiguous/no evidence that God is benevolent).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4(a)	<ul style="list-style-type: none"> No being sure whether God exists. <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> Uncertainty in religion. <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	Answers which define a different key word <p>(0)</p>	2

Question Number	Answer
4(b)	<p>Level 3 answers are likely to refer to at least two such beliefs as: the atheist view that the universe just exists, has no purpose, and there is no (all-) loving God with a purpose for each individual human being/soul; the Buddhist view that speculation about ultimate reality and the existence of God distracts people from what should be their main concern which is ending suffering; the polytheistic view that there are many gods, responsible for different aspects of life, rather than one all-powerful God, who created the universe from nothing.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
4(c)	<p>Level 4 answers are likely to use two such reasons as: some people find it hard/impossible to understand why, if God is all-knowing, all-powerful and all-loving (as many religions teach), he should have created a world in which human actions cause suffering, when he must have known (as an all-knowing God) that this would happen, and cannot (as an all-loving God) have willed it; some people find it hard/impossible to understand why, if God is all-knowing, all-powerful and all-loving (as many religions teach), he should allow human actions to continue to cause suffering, when he must be capable (as an all-powerful God) of preventing it, and cannot (as an all-loving God) will that they continue to do so; some people find the so-called freewill defence unconvincing, because if God is all-knowing, all-powerful and all-loving (as many religions teach), he could have created human beings, who, though genuinely free and capable of causing suffering, would never in fact (choose to) do so.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
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Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
4(d)	<p>The issue is whether religion stops people living this life to the full.</p> <p>Level 5 answers are likely to contrast the view(s) that their focus on worship, performance of religious duties and preoccupation with life after death seems to stop some religious people from making the most of all that this life has to offer, including having as their priority making this world a better place, with the view(s) that, for religious people, their belief in God/membership of their religion gives life a spiritual dimension which non-religious people are unable to experience or understand, is what makes life worthwhile, and is what drives them to make the well-being of others their priority.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5(a)	<ul style="list-style-type: none"> • Being attracted to people of the same gender • Being Gay/Lesbian • Same sex attraction • Men wanting men as their sexual partners <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • Sexual attraction <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	Answers which define a different key word	2

Question Number	Answer
5(b)	<p>Level 3 answers, based on Hinduism, are likely to refer to at least two such teachings as: marriage is the fulfilment of a sacred duty (dharma); Hindus should marry, and have children, at the 'householder' stage of their lives, in order to perpetuate their families; marriage involves a range of religious and social responsibilities, such as performing funeral rites and caring for parents.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
5(c)	<p>Level 4 answers are likely to explain how changes in society, in the status and role of women in society, and in relations between men and women, have led/are leading to changes in the roles of men and women in the family. They may refer to such changes as: the increasing number of families in which, for financial and/or career reasons, both partners work and share responsibility for childcare and housework; the increasing number of families in which, due to preference or the ability to earn a higher income, traditional roles are exchanged, and the female partner works while the male partner is the carer; the increasing number of one-parent families, in which an unmarried/divorced woman or man has sole responsibility for the household, looks after the children, and may also have a full or part-time job; the increasing number of same-sex/civil partnerships, in which two men or two women share responsibility for raising children and earning a living; the increasing number of marriage breakdowns, remarriages and reconstituted families, as a result of which men and women may help to raise their new partners' children, as well as their own (although these may live with previous partners).</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
5(d)	<p>The issue is whether religious objections to contraception should be ignored.</p> <p>Level 5 answers are likely to contrast the view(s) that contraception is the only effective way to control the size of families, which is important for both individual families and society, and that many religious people accept it, with the view(s) that other religious people consider that contraception is contrary to religious teaching (and they may refer to examples), and therefore cannot be accepted.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6(a)	<ul style="list-style-type: none"> Living together without being married. <p>Any alternative wording of the above point 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>	Answers which define a different key word <p>(0)</p>	2

Question Number	Answer
6(b)	<p>The question asks for an outline of differing religious responses to childlessness, and Level 3 answers are likely to outline at least two differing responses from the three listed below:</p> <ul style="list-style-type: none"> a) some religious people believe that God decides whether or not couples should have children, so, if they are childless, they must accept God's will (and they may refer to specific teachings from the religion(s) studied); b) some religious people do not regard fertility treatment as flouting God's will, but have religious/moral objections to most/certain types, or consider that they should not be used until they are equally available to rich and poor; c) some religious people embrace fertility treatment, provided it is consistent with religious teachings, or, if they are desperate for children, even if it is not. <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
6(c)	<p>Level 4 answers are likely to use two such reasons as: they regard marriage as a lifetime union of two people, which should not be ended (and they may refer to specific teachings from the religion(s) studied); they regard marriage as a gift from God, so both divorce and remarriage (unless a partner dies) are against God's will; some religious people are against remarriage because of the harmful effects it may have on the partners or children of the previous marriage(s); some religious people are against remarriage when it involves a couple whose adultery caused the breakdown of their previous marriage(s).</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
6(d)	<p>The issue is whether religious people should only accept heterosexual relationships.</p> <p>Level 5 answers are likely to contrast the view(s) that all religions encourage heterosexual marriage and procreation, while there are many religious teachings which prohibit non-heterosexual sex as sinful (and they may refer to teachings from the religion(s) studied), so there are many religious people who regard non-heterosexual sex as unacceptable, even if they acknowledge that there those who cannot help having homosexual feelings, with the view(s) that other religious people, while acknowledging that non-heterosexual relationships fall short of the religious ideal of heterosexual ones in the context of marriage, accept them, provided they are long-term and monogamous.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
7(c)	<p>Level 4 answers are likely to explain three examples of how religious people can work to overcome prejudice and discrimination, such as: they can ensure that people within and outside their religion are aware of its teachings against prejudice and discrimination (and they may refer to specific teachings from the religion(s) studied); they can encourage their religious organisation and/or local religious community to support campaigns against prejudice and discrimination (and they may give examples), to raise public awareness of the issues; they can support campaigns against prejudice and discrimination at local, national and/or international level (and they may give examples); they can condemn any instances of prejudice or discrimination they come across in their own lives, for example, in their workplace or clubs/societies to which they belong, and thus help to change attitudes.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
7(d)	<p>The issue is whether freedom of religion is the most important human right.</p> <p>Level 5 answers are likely to contrast the view(s) that, for many religious people, it will be, because of the fundamental importance of their religious beliefs and values to their whole way of life (and they may refer to examples), with the view(s) that other human rights, such as freedom of speech, are equally important, and that ensuring the full range of human rights is essential in a democratic society.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8(a)	<ul style="list-style-type: none"> The right to be free, and to be able to go about one's lawful business without interference or restriction The right to freedom <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> Being free. <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
8(b)	<p>Level 3 answers, based on Judaism, are likely to refer to at least two such teachings as: the poor are not to be oppressed, but treated with respect: 'you shall not harden your heart or shut your hand against your poor brother' (Deut. 15: 7); Jews are required to give a tenth of their wealth to the poor; giving to the poor is a religious duty, which helps to prevent people becoming so preoccupied with wealth as to forget the Almighty.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
8(c)	<p>The question asks for an explanation of differing non-religious views about the status and role of women in society, and Level 4 answers are likely to explain two differing views from three listed below:</p> <p>(a) some/the majority of non-religious people believe that women should have equal status with men, and support equal pay/equal opportunities/sex discrimination legislation, which give(s) women equal access to jobs and services, because they believe that gender differences are not significant in relation to women's intellectual abilities or capacity for employment, and should not mean that looking after the home/bringing up children is women's main role in society;</p> <p>(b) some non-religious people, although they believe that women should have equal status with men, and equal access to jobs and services, as there are no significant differences in their intellectual abilities or capacity for employment, believe that gender differences make women better carers, so after they marry/ become involved in a relationship, women should accept that looking after the home/bringing up children will be their main, if not their only, role in society;</p> <p>(c) some non-religious people believe that women should not have equal status with men in society, because they believe that gender differences are significant in relation to women's intellectual abilities or capacity for employment, so women should have a subordinate role to men in society, and accept that looking after the home/bringing up children will be their only occupation.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
8(d)	<p>The issue is whether religious people have a duty to proselytise.</p> <p>Level 5 answers are likely to contrast the view(s) that religious people, who hold that the teachings of their religion are true, may well believe that their religion requires them to try to convert those who do not belong to it, for their own good, while it can be argued that society gains from the presence of more religious people, who will be responsible and law-abiding citizens, with the view(s) that, particularly in multi-faith/multi-cultural societies, religious people should respect those with different religious beliefs or none, and avoid the possibility of offending them by attempts at conversion, unless they have expressed an interest in the religion concerned.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

PART 2: THE RELIGIOUS COMMUNITY

BUDDHISM

Question Number	Answer
9(a)	<p>Level 4 answers are likely to outline at least three such events as: the dream Mayadevi had before the birth of the Buddha (Gautama); the child being born from her right side and immediately taking seven steps towards each of the four points of the compass; the baby being surrounded by light; the visit of Asita and the thirty-two marks; the four angels receiving the baby in a golden net.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
9(b)	<p>Level 4 answers are likely to use two such reasons as: this was the first occasion on which the Buddha was exposed to such hardships and realities of life as old age, sickness and death; the experience of the first three sights (the old man, the sick man and the dead man) made him realise the true nature of existence, which always involves suffering, and started the process which led to his enlightenment; the fourth sight of the monk made him appreciate the opportunities that the life of a holy man would give him for finding a solution to the problem of suffering.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
9(c)	<p>The issue is whether human existence is all about suffering.</p> <p>Level 5 answers are likely to contrast the view(s) that, for many people, particularly those who live in affluent, western societies, human existence is not all about suffering, and, even when it is encountered, it is seen as a challenge to be met, not the defining characteristic of life, with the view(s) that suffering (physical and mental) is an undeniable fact of all existence; that all religions try to explain its presence in the world and help their followers to cope with it; and that Buddhist teachings specifically address the suffering that arises from ignorance of/refusal to recognise the true nature of things (and they may refer to examples from Buddhist teachings).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
10(a)	<p>Level 4 answers are likely to refer to at least two such ways as: they can apply the first precept by adopting a vegetarian diet; they can apply the second and fourth precepts by being strictly fair and honest in their dealings with other people; they can apply the third precept by being faithful to their partner/husband/wife; they can apply the fifth precept by abstaining from drink or drugs.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
10(b)	<p>Level 4 answers are likely to use two such reasons as: they are rules and procedures which help to ensure harmonious relationships between the monks themselves, and between the monks and lay people, on whom they depend for material support; they are based on rules laid down by the Buddha, after he established the Sangha, to deal with issues of conduct as they arose and prevent future occurrences, and so are backed by his authority; they reflect an important aspect of the Buddha's teaching, which stresses the close relationship between doctrine (dhamma) and discipline (vinaya); they provide the basis for the teaching and example given by the monks, and demonstrate that the roots of happiness come from inner peace and calm.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
10(c)	<p>The issue is whether the Five Precepts can only be practised by those who devote their lives to religion.</p> <p>Level 5 answers are likely to contrast the view(s) that those who choose to follow the Five Precepts accept a strict ethical code, involving very high standards of behaviour towards others, and that doing so consistently may require the kind of determination that only religiously committed people, such as monks, have, particularly if lapses (for example, in relation to alcohol or sexual promiscuity) are to be resisted, with the view(s) that many people who have not devoted their lives to religion regard at least some of the precepts (in particular, not killing other human beings or stealing) as rules that should be followed in any civilised society, while society gains from the fact that quite a few of its members also (try to) follow the other precepts (and they may refer to such examples as not killing animals, lying or being unchaste).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
11(a)	<p>Level 4 answers are likely to refer to at least three such uses as: it is a place of prayer, where Buddhists can focus on the path to enlightenment; it is the focus for festivals in the community, such as Wesak; it is a place of confession and meditation; it is a place where children can be educated.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
11(b)	<p>Level 4 answers are likely to use two such reasons as: it is the place where (in the deer park) the Buddha preached his first sermon, in which he explained the Middle Way to his disciples, and set the Wheel of Dhamma (the Buddha's teachings through time) in motion; it is one of the Four Holy Sites, associated with the four most important events in the life of the Buddha (his birth (Lumbini), enlightenment (Bodhgaya), first sermon (Sarnath) and death (Kushinagar), which are sacred sites for Buddhists and their most important places of pilgrimage; it contains many important Buddhist monuments, such as the Dhameka Stupa (marking the site of the first sermon) and the Chaukhandi Stupa (where the Buddha met his five disciples) and the Mulagandhakuti Vihara (believed to contain relics of the Buddha).</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
11(c)	<p>The issue is whether pilgrimage is an essential part of religious life for Buddhists.</p> <p>Level 5 answers are likely to contrast the view(s) that many Buddhists, especially lay people, visit such places as Bodh Gaya and Sarnath, and believe they acquire merit/progress towards enlightenment by visiting key places in the life of the Buddha, with the view that, pilgrimage is an external ritual, not encouraged by the Buddha, which diverts attention from the real quest of the Buddhist life, which lies within the devotee, mainly through meditation and the practice of compassion.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3 answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4 answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

CHRISTIANITY

Question Number	Answer
12(a)	<p>Level 4 answers are likely to refer to at least two such teachings as: Jesus' disciples are expected to take up their cross, and to be prepared to undergo the same hardship and suffering that he did; they must be willing to renounce sin and be born again; they must be prepared to give up seemingly important worldly things, in order to put others first.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
12(b)	<p>Level 4 answers are likely to use two such reasons as: the baptism of Jesus confirms Jesus' status as the Son of God/Messiah, who has been sent by the Father, and demonstrates that Christians' faith in him as saviour is justified; it marks the beginning of Jesus' ministry of preaching, teaching and healing, with its offer of salvation to all who repent and accept the good news of God's Kingdom; it shows the humility of Jesus in allowing John to baptise him, and his courage in accepting his vocation, with all its hardships and suffering, thus indicating the qualities Christians need to develop to become true disciples.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
12(c)	<p>The issue is whether Christian discipleship is all about unquestioning faith and obedience.</p> <p>Level 5 answers are likely to contrast the view(s) that, as in Christianity, religious discipleship involves accepting teachings about God and God's purpose for human beings, for which there is little or no empirical evidence, while religious leaders, such as Jesus, expect their disciples to undergo hardship and suffering, and to abide by a strict ethical code, suggesting unquestioning faith and obedience, with the view(s) that, as in the case of Jesus' disciples, there may be (some) doubts, suggesting initial questioning, but this is followed by complete trust in the religious leader and what he promises; faith opens the eyes of those who become disciples to religious truths, which are not accessible to those who rely exclusively on empirical evidence; obedience is an essential part of religious discipleship, which is justified by the way discipleship transforms lives and offers the hope of future life.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
13(a)	<p>Level 4 answers are likely to outline at least three such ways as: they say prayers and fast during advent, in order to prepare themselves for Christmas; nativity scenes are set up in churches/places of worship, and changed to reflect the unfolding of the nativity story (e.g., the visit by the wise men); money is raised for charity, to reflect Christian gratitude for the birth of the saviour; carol services are held during the period before Christmas, so that Christians can rejoice at the good news of Jesus' birth; Christingle services are held to celebrate Jesus as the Light of the World; there are midnight communion/mass services to mark the beginning of Christmas Day and services during Christmas Day.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
13(b)	<p>Level 4 answers are likely to use two such reasons as: it is a sacrament, instituted by Jesus at the Last Supper, and he instructed his followers to continue to celebrate it: 'Do this in remembrance of me' (Luke 22: 19); it commemorates Jesus' sacrifice on the cross and his resurrection, which offer hope to Christians; it unites the congregation with God, and brings its members together in fellowship; for Protestant Christians, the Communion service enables them to remember, and to give thanks for the fact, that Jesus died for them; for Roman Catholic Christians, the consecrated bread and wine become, during the Mass, in substance (but not appearance) the body and blood of Jesus (transubstantiation).</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
13(c)	<p>The issue is whether Christmas should be a purely religious celebration.</p> <p>Level 5 answers are likely to contrast the view(s) that Christmas, which marks the birth of the person they regard as the Son of God and redeemer of the world, is a very important religious festival for Christians, that the self-indulgence and commercialism that accompany its celebration distract people from the Christian message, and that, in countries with a Christian tradition, even those who are not practising Christians should show more respect for the religion on which their society's values are based, with the view(s) that there is nothing wrong with people celebrating Christmas as a secular event, which anyway reflects its pagan origins as a mid-winter festival; there is no reason why the self-indulgence and commercialism, however distasteful, should prevent Christians from giving thanks for the birth of their saviour and proclaiming the Gospel message; the money spent on celebrating Christmas boosts the economy in many countries and provides employment.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
14(a)	<p>Level 4 answers are likely to describe two such activities as: walking in procession along the Via Dolorosa, the route that Jesus took from his trial before Pilate to the place where he was crucified; visiting the Church of the Holy Sepulchre, regarded as the holiest Christian site in the world, as it is claimed to include the sites of both Calvary (where Jesus was crucified) and the tomb where he was buried; visiting the Garden Tomb, outside the City walls, which many Protestants believe to be the actual site of Jesus' burial; visiting the Garden of Gethsemane, where Jesus prayed and was arrested.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
14(b)	<p>Level 4 answers will take the place of worship of any one Christian denomination, which must be named, and then explain how at least three features of its internal design are significant as symbols of Christian belief and practice.</p> <p>For example, answers about an Anglican/Church of England place of worship may explain such features as:</p> <ul style="list-style-type: none"> (a) a stone/wooden (high) altar, at the east end of the church (chancel), before which confirmed members of the church kneel/have knelt to receive the bread and wine at Holy Communion/the Eucharist, the central act of Anglican worship, symbolising its status as a holy sacrament; (b) a nave altar, probably dating from the 1970s or 1980s, used for Sunday worship/family communion, and which enables worshippers to focus on Holy Communion/the Eucharist as a communal meal, symbolising Jesus' Last Supper with his disciples; (c) a stone or wooden pulpit, at the east end of the nave/transepts, from which the vicar/member of clergy delivers a sermon, symbolising the responsibility of Christian leaders to preach God's word and instruct members of their congregation in how to lead a Christian life; (d) a wooden or brass lectern (perhaps in the shape of an eagle), at the east end of the nave/transepts, from which lessons from the Old and New Testaments are read to the congregation, symbolising belief in the Bible as the revealed word of God and the importance of hearing its message; (e) a stone font, near the door of the church, in which, following the baptism of Jesus by John the Baptist, infants are baptised with water, to mark their becoming members of the Church. <p>Answers which describe, rather than explain, or which do not refer to a named Christian denomination, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
14(c)	<p>The issue is whether Christian communities should waste their money on expensive church buildings.</p> <p>Level 5 answers are likely to contrast the view(s) that Christian communities should follow the example of Jesus, and use any resources they have to help the poor/for charitable work, because the quality of their community life will depend on how faithfully members follow the Gospel, and that services and other activities would still take place, even without a place of worship, with the view(s) that, although Christian communities should help the poor/support charities, their church is the centre of a Christian community's life, as it is where worship and other activities, such as Sunday school and social functions, take place, making it hard to do without.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

HINDUISM

Question Number	Answer
15(a)	<p>Level 4 answers are likely to refer to at least two such teachings as: God is present in every religion, and no one religion, at a particular period of history, has a monopoly of religious truth; all religions reveal different aspects of God/religious truth, to meet the different needs of different human beings; Hindus and the followers of other religions should set aside religious intolerance, and work together harmoniously to achieve their common objective of deeper awareness of/communion with God.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
15(b)	<p>Level 4 answers are likely to use two such reasons as: Ramanuja regarded devotional worship (bhakti) as more important than ascetic meditation, and focused on God as a personal deity for Hindus, rather than as a distant, impassive figure; he stressed the separation of the soul from God, and argued that the aim of salvation is to achieve unification of the two; he described Vishnu as a caring and merciful god, reflecting Krishna's conversation with Arjuna, thus making the Hindu gods more accessible for ordinary Hindus.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
15(c)	<p>The issue is whether only the teachings of one religion can be true.</p> <p>Level 5 answers are likely to contrast the view(s) that all religions teach that there is an ultimate reality, transcending the ordinary world, which is accessible only to those who are aware of God and have unity with God as their common goal, so the only issues dividing religious people are unimportant ones of doctrine or practice, which have no bearing on the fundamental spiritual truth that all religions teach (and they may refer to the teachings of Sri Ramakrishna as exemplifying this point of view), with the view(s) that the different religions express this fundamental spiritual truth in different teachings, and, if these are put alongside each other, some obviously contradict others (for example, there is only one God/there is more than one God), meaning that not all the teachings (and, therefore, not all the religions which assert them) can be true, and suggesting that none of the teachings (or the religions) is true.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
16(a)	<p>Level 4 answers are likely to refer to at least three of the four stages: the first stage (brahmacharya) is where a child lives with a guru, acquiring knowledge and practising self-discipline; the second stage (grihastha) is household life, where an individual is expected to carry out duties towards the family; the third stage (vanaprastha) is the life of retirement, where an individual gradually withdraws from the world; the fourth stage (sannyasa) is one of complete withdrawal from the world, with the individual seeking moksha through meditation.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
16(b)	<p>Level 4 answers are likely to explain that ahimsa is the principle of non-violence and of refraining from causing harm or injury to any other living creature by thought, word or deed. They will then give such examples of its influence on the lives of Hindus as: it involves trying not to injure any living things, and treating them with courtesy and respect, as they are all sacred; the principle of ahimsa lies behind the widespread vegetarianism practised in India, which shows compassion for animals; strictly applied, it means accepting criticism, insults and even physical assaults, without retaliation or thought of revenge, however great the provocation; it was Mahatma Gandhi's guiding principle in his efforts to secure Indian independence, as it makes possible the achievement of political objectives, while trying to minimise conflict/loss of life.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
16(c)	<p>The issue is whether anyone can practise ahimsa consistently.</p> <p>Level 5 answers are likely to contrast the view(s) that ahimsa is a very difficult principle to practise consistently, even for those committed to it, and it rules out fighting even in a just war or for a just cause (and they may give examples), with the view(s) that it has been practised even in the toughest circumstances, and they may refer to examples, such as Gandhi; the difficulties of practising it consistently should not prevent people from trying; even if it cannot always be practised, the world benefits from attempts to apply it.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
17(a)	<p>Level 4 answers are likely to refer to at least three such forms of devotion as: every Hindu home will have an area set aside for worship and prayer with a statue or picture of a god or goddess; the woman of the house is usually responsible for carrying out the acts of puja (worship); incense sticks and/or candles may be lit, or oil burned; food may be offered to the images, which may be located in a separate room, an alcove or on a shelf.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
17(b)	<p>Level 4 answers are likely to use two such reasons as: the myths commemorated at Holi, particularly that of Prahalad and Holika, remind all Hindus of the importance of fighting and defeating evil; the death of Holika and the survival of Prahalad remind Hindus that good will always triumph over evil, and that those who are faithful to the gods will not be destroyed; it is a spring festival, which welcomes in the new season, and celebrates its new life and energy; it is an opportunity for Hindus to set aside differences of caste, age and gender, together with any past grievances or ill feeling, and start afresh by celebrating together 'The Festival of Colours', with its bonfires, paint and coloured powder.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
17(c)	<p>The issue is whether festivals are essential for keeping religious communities together.</p> <p>Level 5 answers are likely to contrast the view(s) that festivals play a major part in the life of religious communities, by bringing their members together in joyful celebration of important events in the history of their religion, in a way which reinforces their religious identity and sense of commitment to each other, and they may refer to particular examples of Hindu festivals, with the view(s) that festivals may be a distraction from what should be the main concerns of a religious life; they are only one of the factors that keep religious communities together, and they may refer to examples of other key factors, such as common beliefs and values, and indicate a view of their relative importance.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

ISLAM

Question Number	Answer
18(a)	<p>Level 4 answers are likely to outline at least two such beliefs as: Shi'ah Muslims regard Ali (regarded by Sunni Muslims as the fourth of the 'rightly-guided caliphs'), who married Muhammad's favourite daughter, Fatima, as the First Imam; many Shi'ite Muslims (Twelvers) believe that his descendants carried on the line of Imams until the Twelfth (the Hidden Imam), who disappeared from earth, but will return on judgement day; they believe that the Imam, although he does not have equality with the Prophet, possesses great spiritual authority and divine guidance in interpreting the Qur'an.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
18(b)	<p>Level 4 answers are likely to use two such reasons as: they are experts in Muslim law and tradition, who represent the scholarly consensus (ijma) about the issues which arise in Muslim communities, and (in Shi'ite communities/ countries, such as Iran) often have powerful leadership roles; they are able to analyse problems which are not covered precisely in the Qur'an, Hadith or Shari'ah, and, as an accepted means of resolving issues, help members of Muslim communities to decide the right course of action; some ulema believe that there needs to be more original thinking about legal issues (ijtihad), in order to enable Islam to modernise and adapt to the 21st Century world.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
18(c)	<p>The issue is whether religious people should be expected to live up to the standards set by religious leaders all the time.</p> <p>Level 5 answers are likely to contrast the view(s) that religious leaders (whether founders or those who lead their religious communities) set very high religious standards, which other religious people may find it impossible to live up to consistently, and they may refer to the commitment and self-sacrifice required to follow Islamic teachings, particularly in societies with predominantly secular values, with the view(s) that there are those who have done so/do so (and they may give examples); even if people cannot always live up to the same standards as their religious leaders, it is their duty to try; it is all too easy to find excuses for not trying.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
19(a)	<p>Level 4 answers are likely to describe the actions Muslims perform at any one of the five daily prayers (there is no need to name the prayer), which will include the wudu procedure (washing before prayer as preparation) and the rakah sequence (unit of prayer): facing in the right direction, raising hands, bowing, prostration, speaking the required words during the prayer.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
19(b)	<p>Level 4 answers are likely to use two such reasons as: they reflect the Islamic belief that, on judgement day, all will be resurrected to be judged by Allah on the basis of the deeds they have performed during their lives; Muslims try to make their peace with Allah by following the ritual of saying the Shahadah ('There is no god but Allah and Muhammad is the prophet of Allah') as their final utterance before death; they provide the opportunity for relatives and friends to pray that Allah will be merciful to the dead person and that s/he will find peace in eternal life.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
19(c)	<p>The issue is whether birth rituals are essential for giving Muslim children a sense of identity and belonging.</p> <p>Level 5 answers are likely to contrast the view(s) that birth rituals play an important part in establishing a child's religious identity and belonging from the point of birth, so many Muslims regard them as essential, and they may refer to (aspects of) specific rituals, such as whispering the Shahadah in the ear of the newborn child, and indicate why Muslims attach such importance to them, with the view(s) that birth rituals are only a starting-point, and that children will not develop a sense of religious identity and belonging, unless there is continuing religious nurture, while those who convert to a religion can feel just as strong a sense of religious identity and belonging, even though they have not undergone birth rituals.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
20(a)	<p>Level 4 answers are likely to refer to at least four such internal features as: the mihrab (niche) in the qiblah (direction) wall of the mosque, which shows the direction of Mecca; the minbar (preaching platform/pulpit), from which the Friday sermon is delivered; the absence of any pictures or sculptures, as images of Allah are forbidden; the prayer mats for use during prayers; a clock indicating the times of prayer on a particular day; a washing area, where wudu (cleansing) can be performed before prayer.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
20(b)	<p>Level 4 answers are likely to explain how the hajj demonstrates the unity of the Muslim ummah (community), by referring to such features of it as: it is a duty laid on all Muslims, whatever their race, nationality, background or economic circumstances; once the hajj begins, no distinction is made between participants, and all Muslims taking part in the hajj are expected to perform activities together, irrespective of differences in social class; the prescribed clothing (ihram), made from white cloth, is the same for all pilgrims, indicating elimination of social status and equality before Allah.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
20(c)	<p>The issue is whether pilgrimages have any more spiritual value than going on holiday.</p> <p>Level 5 answers are likely to contrast the view(s) that what matters in religion is faith in God/Allah, which means being committed to a set of beliefs and ethical principles and putting them into practice day by day, so that pilgrimage is a peripheral activity, which, at best, offers some spiritual refreshment and/or the chance to find out more about a particular religion and its history, with the view(s) that, in some religions, pilgrimage is obligatory (and they may refer to the example of the hajj in Islam) or held to be a very important practice, which will give pilgrims spiritual renewal, clearer insights into religious teachings, and the opportunity to share their experience with fellow believers.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

JUDAISM

Question Number	Answer
21(a)	<p>Level 4 answers are likely to refer to at least four of Maimonides' basic principles/foundations of Jewish belief, such as: there is a Creator (the Almighty), who is the cause of everything that exists; the Almighty is not physical/a body; prayer should be directed to the Almighty and not any other; what the prophets say/have said is true; there will be no other Torah; the Almighty will reward those who obey the Torah, and punish those who do not; the Messiah will come.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
21(b)	<p>Level 4 answers are likely to use two such reasons as: for Jews, Abraham is the exemplar of unswerving faith and trust in the Almighty, and of putting the Almighty above all other commitments and considerations; he exemplifies the overriding religious duty of obeying the Almighty, however extraordinary or unacceptable his commands may appear to the limited understanding of human beings; his life reminds believers of the special covenant between the Almighty and the Jewish people, and of the Almighty's care for his chosen people; Abraham's experience shows that, although the Almighty's purposes may not be clear, they should never be challenged, and they demonstrate his power and justice.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
21(c)	<p>The issue is whether people should always obey God whatever he commands</p> <p>Level 5 answers are likely to contrast the view(s) that faithful followers of the Almighty, who believe that he is all-knowing and all-powerful, should not question his commands, however outrageous they may appear to human beings' limited understanding, and that believers have applauded Abraham's willingness to sacrifice his son, in obedience to the Almighty's command, and Judaism teaches that, as the rewards for keeping the mitzvot are not known, they should all be kept anyway, with the view(s) that, as rational beings, human beings should use these powers to test even what they regard as divine commands against generally accepted universal ethical principles, such as the Golden Rule or Kant's categorical imperative (one formulation of which requires them to treat humanity, including themselves, always as an end, never merely as a means), to decide whether they are right and should be obeyed. Answers may refer to the Euthyphro dilemma of whether something is right/good because God commands it, or whether he commands it because it is right/good.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
22(a)	<p>Level 4 answers are likely to refer to at least three of the following such customs or attitudes: Judaism teaches its followers to dress unostentatiously and not to be provocative in their attire; many Jews wear clothes that are reminders of their faith (such as the tallit katan) or signify humility before the Almighty (such as the kippah); many married Jewish women cover their heads as a sign of modesty; Jews are forbidden to wear garments made from a mixture of wool and linen fibres.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
22(b)	<p>Level 4 answers are likely to use two such reasons as: they are important because they are commandments (mitzvah), which come directly from the Almighty, who originally gave them to Moses, and which the Jewish people must observe in their daily lives; they are not just suggestions about how to lead a good life, but contain rules which are essential for a civilised society, such as not murdering or stealing, so the lives of those who follow them will be characterised by respect for human dignity, compassion and responsibility; by observing the mitzvot, which are updated to cover every area of how to live as a Jew, Jews are showing respect for, and gratitude to, the Almighty.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
22(c)	<p>The issue is whether religion should play any part in deciding people's dress code.</p> <p>Level 5 answers are likely to contrast the view(s) that, in a democratic society, individuals should decide for themselves what they wear, while, in a multi-cultural/multi-faith society, the wearing of distinctive clothing, associated with particular religions, may contribute to dissension and division, with the view(s) that, if people are free to wear what they please, they are entitled to dress as their religion recommends/prescribes, if they wish; many religious people consider it important to dress in a way their religion approves (and they may refer to specific examples from Judaism).</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
23(a)	<p>Level 4 answers are likely to describe the following aspects of the celebration of Rosh Hashanah: the evening service in the synagogue, which starts the celebration; the prayers during the service which ask the Almighty once again to accept the kingship of the world; the blowing of one hundred notes on the shofar the following morning; the afternoon service which concludes the celebrations.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
23(b)	<p>Level 4 answers are likely to use two such reasons as: human language is inadequate to express the greatness of the Almighty, so symbols can help to communicate what is inexpressible; although images and symbolic representations of God/human figures are not permitted in Judaism, there is a number of important symbols, used in Jewish worship/places of worship, which relate to significant events in Jewish history, and they may refer to such examples as the menorah and the shofar; they remind believers of how the Almighty has looked after the Jewish people, as his chosen people, over time, as recorded in the Tenakh, and of the need always to respect and obey him.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
23(c)	<p>The issue is whether a the symbols of a religion cut its followers off from others in society</p> <p>Level 4 answers are likely to contrast the view(s) that it is a possible danger in a multi-faith/multi-cultural society, where the desire of individual religions to maintain their distinctive identity through religious symbols and other traditions may create the perception that what separates them from the rest of society is greater than what binds them to it, and/or that some of them do not (fully) share society's common values, with the view(s) that a multi-faith/multi-cultural society should celebrate diversity, as expressed in religious symbols such as those of Judaism, not fear it; that there is no reason why their symbols should cut different religious groups off from each other, provided there is an emphasis on common values, which, in a democratic society, will include mutual tolerance; and there are plenty of examples of religious groups (and they may refer to the example of the Jews) playing a full part in society, while maintaining their own identity.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

SIKHISM

Question Number	Answer
24(a)	<p>Level 4 answers are likely to refer to at least three such ways as: they were introduced by Guru Gobind Singh to help identify Sikhs as a religious group and remind them of their faith; the kesh is a reminder of their holiness; the kangha reminds Sikhs of the importance of cleanliness and orderliness in life; the kirpan reminds them of the need to be willing to defend truth and fight against evil; the kara symbolises commitment to truth and the eternity of God; the kachera signify modesty in dress and make possible ease of movement in battle.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
24(b)	<p>Level 4 answers are likely to use two such reasons as: sewa (selfless service) brings individual Sikhs closer to God, as it enables them to develop humility, and thus to eliminate pride and ego; it is particularly beneficial for those individuals who are unused to performing menial tasks, because it reminds them of the equality which all people have in the eyes of God, while, by serving others, they achieve spiritual insight; it reflects God's wish that Sikhs should care for all people, and enables them to follow the example of the gurus by serving others without any thought or hope of reward.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
24(c)	<p>The issue is whether treating other people with respect is the only true worship of God.</p> <p>Level 5 answers are likely to contrast the view(s) that religious belief and membership involve accepting a set of ethical principles which govern conduct towards others, and they may refer to the example of Sikhism, which attaches a high priority to showing respect for other people and specifically to the principle of sewa (service), and the way Sikhs apply it in their lives, with the view(s) that, for Sikhs, following the teachings of the gurus means a life of meditation, as well as one of service, in order to achieve unity with God, and that this applies in other religions as well (and they may refer to specific Sikh teachings and/or examples from other religions).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
25(a)	<p>Level 4 answers are likely to refer to at least three such rituals as: the ceremony takes place before the Guru Granth Sahib and only those who have taken amrit may be present; everyone present must wear the Five Ks; each person present drinks some amrit, and it is sprinkled on to their eyes, hair and hands; the ceremony ends with the eating of karah prashad.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
25(b)	<p>Level 4 answers are likely to use two such reasons as: as anniversaries of the gurus, they remind Sikhs of the particular contribution which each of the gurus has made to the development of Sikhism, particularly Guru Nanak, the founder of Sikhism, and Guru Gobind Singh, the tenth guru; they are happy occasions, which provide the opportunity for Sikhs to come together, reinforcing the solidarity of the Sikh community and helping to preserve awareness of its origins and history; as celebrations which are specific to Sikhism, and which involve an Akhand Path (continuous reading of the Guru Granth Sahib, the living guru), they help Sikhs to maintain their distinct identity.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
25(c)	<p>The issue is whether religious festivals just provide an excuse for people to have a good time.</p> <p>Level 5 answers are likely to contrast the view(s) that many religious festivals do provide members of religious communities with the opportunity to come together in joyous celebration, and they may refer to such examples from Sikhism as Baisakhi and the gurburbs, and the way that some Sikhs may not be fully aware of their religious significance, with the view(s) that for most celebrants the religious significance of the festivals is always uppermost in their minds, and they may refer to the background of Sikh melas and gurburbs as examples of the religious importance of festivals for celebrants.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
26(a)	<p>Level 4 answers are likely to refer to at least two such aspects of symbolism on the Nishan Sahib as: the khanda (two-edged sword), which symbolises divine knowledge, as the blade separates truth from falsehood, and indicates the need to fight both physically and spiritually; the chakra (circle), which symbolises the unity of the community and its oneness with God; the two kirpans (swords), which symbolise spiritual and worldly power, and remind Sikhs that they must attend to the practical needs of society, as well as spiritual life.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
26(b)	<p>The question asks for differing attitudes, so Level 4 answers are likely to refer to two differing attitudes, one from (a) and one from (b) below:</p> <p>(a) some Sikhs feel that pilgrimage is unnecessary, and may distract them from meditating on the inner presence of God or create the impression that purely physical activities or rituals can remove sin; they point to the words of Guru Nanak and Guru Gobind Singh, who taught that the temple Sikhs need to visit is that of God, deep within themselves; they reject the view that pilgrimage is a meritorious act in itself, which they associate with Hindu superstition;</p> <p>(b) other Sikhs see pilgrimage as following the practice of Guru Amar Das, who discovered the teachings of Guru Nanak after devoting many years to pilgrimage; they believe that pilgrimage assists spiritual development, provided it is undertaken with the right attitude, which recognises that it is not an act of spiritual merit in itself; they believe that travelling to such holy places as Amritsar helps Sikhs to focus clearly on their faith.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
26(c)	<p>The issue is whether the practice of religious traditions erects barriers between people.</p> <p>Level 5 answers are likely to contrast the view(s) that the practice of religious traditions may be prescribed or encouraged in a religion, so that followers will feel obliged to follow them (and they may refer to examples of Sikh religious traditions), but this is not intended to offend, and there is no good reason why it should, with the view(s) that, especially in multi-faith/multi-cultural societies, this may be the result, albeit an unintended one; religious groups may need to weigh their desire to practise their traditions against possibly harmful consequences for social cohesion; society is entitled to discourage certain religious traditions if they may have an adverse effect on community relations.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

APPENDIX – ALTERNATIVE ANSWERS TO THE MULTI-RELIGION QUESTIONS IN PART 1

2 (b) Answers based on Buddhism, Hinduism, Islam, Judaism and Sikhism.

Question Number	Answer
	<p>Level 3 answers, based on Buddhism, are likely to refer to at least two such teachings as: human beings can cause injustice in the world, if they are unable to grasp the true nature of reality; people allow the fires of greed, hatred and delusion to burn inside them, and these result in evil and suffering; they must accept the Buddha’s teaching, and follow the Noble Eightfold Path.</p> <p>Level 3 answers, based on Hinduism, are likely to refer to at least two such teachings as: through avidya, being ignorant of the essential nature of things, human beings may treat others unjustly; maya (illusion) about the true nature of the world may lead people to behave unjustly; human beings may not appreciate that each individual atman is part of Brahman, and so be unjust to other people.</p> <p>Level 3 answers, based on Islam, are likely to refer to at least two such teachings as: Allah has given human beings free will, but they may exercise it wrongly, and commit injustice; if human beings are ignorant of, or disregard, the teachings of the Qur’an, they may treat others unjustly; through shirk, the sin of associating other things with Allah, human beings may not surrender themselves to God’s will, and thus behave unjustly.</p> <p>Level 3 answers, based on Judaism, are likely to refer to at least two such teachings as: if human beings choose to disobey the Almighty and his law, they may practise injustice; injustice is a manifestation of human sinfulness and disobedience; when human beings allow their evil inclination(s) (yetzer hara) to overcome their good inclination(s) (yetzer hatov), injustice will result.</p> <p>Level 3 answers, based on Sikhism, are likely to refer to at least two such teachings as: injustice arises from haumai, human beings’ selfish and materialistic nature; if they do not overcome their desire to live by their own inclinations, rather than in accordance with the will of God, human beings may behave unjustly; injustice results from human beings being governed by the principle of manmukh, and thus ruled by worldly desires and materialism.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

3 (b) Answers based on Buddhism, Christianity, Hinduism, Judaism and Sikhism.

Question Number	Answer
	<p>Level 3 answers, based on Buddhism, are likely to refer to at least two such teachings as: euthanasia involves the taking of life, but this is against the first of the Five Precepts, which prohibits killing; Buddhism is concerned with the cessation of suffering, but this is achieved by following the Noble Eightfold Path; taking part in euthanasia will prevent attainment of nibbana.</p> <p>Level 3 answers, based on Christianity, are likely to refer to at least two such teachings as: euthanasia is wrong, because life is God-given, and human beings are made in the image of God and therefore valuable; euthanasia disregards individual human worth, which exists despite age and/or illness, and breaks the commandment 'You shall not kill'; the doctrine of double effect (using pain-killing drugs, which may have the secondary effect of hastening death), and the withholding of 'aggressive' medical treatments, which merely postpone it, are accepted by some Christians.</p> <p>Level 3 answers, based on Hinduism, are likely to refer to at least two such teachings as: euthanasia is wrong, because it involves the unnatural separation of body and soul, and harms the karma of doctor and patient; therefore, it is also wrong to preserve life artificially, through use of drugs or a life-support machine; ahimsa, the teaching that living things should not be injured, indicates that euthanasia is wrong; however, the teaching that it is a good deed to help to bring a life of pain to an end means that some Hindus support it.</p> <p>Level 3 answers, based on Judaism, are likely to refer to at least two such teachings as: euthanasia is wrong, because the Almighty created life, and, as human beings are made in the Almighty's image, their lives should not be cut short; irrespective of pain and suffering, life given by the Almighty is valuable and should be preserved; however, doctors should not perpetuate suffering by extending life artificially, so it is permissible to switch off a life-support machine and/or to use painkilling drugs which may have the secondary effect of speeding up death.</p> <p>Level 3 answers, based on Sikhism, are likely to refer to at least two such teachings as: life is a gift from God, so God should be left to decide when people die; human beings should accept suffering, as it is a consequence of the way karma works in the universe; however, human beings must act responsibly, and it is permissible to distinguish between actions which end life and those which prevent it being extended artificially.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

5 (b) Answers based on Buddhism, Christianity, Islam, Judaism and Sikhism.

Question Number	Answer
	<p>Level 3 answers, based on Buddhism, are likely to refer to at least two such teachings as: through the opportunities to love, and to receive love from, husband/wife and children, marriage can lead to happiness; it can help towards enlightenment, by enabling individuals to focus on the needs of others, rather than their own; it provides opportunities to practise the Five Precepts in the context of family life, and to develop the Six Paramitas (giving, morality, energy, patience, meditation, wisdom).</p> <p>Level 3 answers, based on Christianity, are likely to refer to at least two such teachings as: marriage is a gift from God, which enables a husband and wife to give themselves to each other in love; it is a lifelong union, within which husband and wife can procreate and care for children, and bring them up in accordance with God's will; it is a means of mutual comfort, companionship and help.</p> <p>Level 3 answers, based on Islam, are likely to refer to at least two such teachings as: marriage has been ordained by Allah, and is therefore pleasing to him; within marriage, husband and wife can love, help and be companions to each other; marriage protects husband and wife from promiscuity and fornication, and provides the environment within which they can raise their children to be Allah's servants.</p> <p>Level 3 answers, based on Judaism, are likely to refer to at least two such teachings as: it provides husband and wife with love, companionship and joy ('It is not good that the man should be alone': Gen 2:18), and is a safeguard against sin; within marriage, couples can procreate, bring up children, and ensure the survival of the community; it is the basis of family and home life, on which religious life is centred, and marriage is a mitzvah for the Orthodox.</p> <p>Level 3 answers, based on Sikhism, are likely to refer to at least two such teachings as: it is a divine institution, within which husband and wife become one soul in two bodies, with the ultimate goal of the union of both souls with God; it is a means of mutual love, security and support, and a source of worldly happiness and spiritual joy; it is a sacred union, within which a couple can procreate and bring up children.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

8(b) Answers based on Buddhism, Christianity, Hinduism, Islam and Sikhism.

Question Number	Answer
	<p>Level 3 answers, based on Buddhism, are likely to refer to at least two such teachings as: Buddhist teaching is concerned with ending suffering and showing compassion to all living things, including the poor; people must not become enslaved to wealth and money, but recognise its impermanence, and use it for the benefit of themselves and others; giving, without expecting any return, is a means of earning merit.</p> <p>Level 3 answers, based on Christianity, are likely to refer to at least two such teachings as: God loves all his human creatures equally, and the poor are as important to him as the wealthy; Jesus taught his followers to ‘love your neighbour as yourself’ (Mark 12: 31), and Christians are taught to show their love for others by helping the poor; from its earliest days, the Christian Church encouraged its members to value and support the poor, and it continues to do so today (and they may refer to specific examples).</p> <p>Level 3 answers, based on Hinduism, are likely to refer to at least two such teachings as: all people are equal, as they originated in Brahman, so it is right to help the poor; practising charity towards the poor shows love and respect for Brahman, who is present in everyone; giving surplus wealth to the poor helps to equip them with the means of providing for themselves.</p> <p>Level 3 answers, based on Islam, are likely to refer at least two such teachings as: the Third Pillar of Islam concerns the giving of alms to the poor, set at an annual minimum of two and a half per cent of assets after certain deductions; the Qur’an specifies the recipients of zakah as including the poor and debtors; everything belongs to Allah, and human beings hold their wealth in trust, so, by giving to the poor, they thank Allah; wealth is purified (zakah: purification) by giving part of it to the poor.</p> <p>Level 3 answers, based on Sikhism, are likely to refer to at least two such teachings as: Sikhism teaches that the wealthy have a duty to help the poor (and they may refer to specific teachings); in Sikhism, charitable giving is a central part of what it means to lead a spiritual life; the principle of sewa emphasises the importance of making sacrifices for the good of others.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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