

Mark Scheme (Results)

June 2011

GCSE Religious Studies (5RS02)

Religion and Life based on
Christianity

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) Select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) Organise information clearly and coherently, using specialist vocabulary when appropriate.

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

1 (a) What does omniscient mean?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1 (a) AO1	<ul style="list-style-type: none"> • (The belief that) God knows everything (that has happened and everything that is going to happen) • God is all-knowing • God's ability to have unlimited knowledge • (The idea that) God has unlimited awareness • God is all-seeing • all seeing • all knowing <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • A characteristic of God • God knows • Knowledge <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

1 (b)	Do you think science proves God did not create the world? Give two reasons for your point of view.	
Question Number	Answer	Mark
1 (b) A02	<p>Indicative content</p> <p>Answers which think science proves that God did not create the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Evolution has shown God is not needed • The big bang shows that God did not create the world • Scientific theories are based on evidence which makes them reliable <p>Answers which do not think science proves God did not create the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Scientific theories have not been completely proved • Science does not disprove the existence of God as part of the process • Scientific reasoning is no more acceptable than religious reasoning <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. The big bang shows that God did not create the world) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the Big Bang shows that God did not create the world. Science shows the world is a product of a chemical reaction.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

1 (c)	Explain why evil and suffering may lead some people not to believe in God.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
1 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • An all powerful God would be able to stop evil and suffering, God doesn't, so people may not believe • A loving God would look after believers, believers still suffer so people may not believe • An all knowing God would know evil and suffering is going to happen and could stop it so people may not believe • Innocent people suffer so God cannot exist • People pray for suffering to end and it does not, so people stop believing <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

1 (d)	“Miracles cannot happen today.” In your answer you should refer to Christianity.	
Question Number	Answer	Mark
1 (d) A02	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Some people think God does not exist so miracles cannot happen today • Miracles cannot happen today as they can be explained by science • A miracle is something that breaks the laws of science and this cannot happen <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • God can do anything including miracles • An example of a modern day miracle • Miracles happened in the sacred texts so they can still happen today <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

2 (a)				
What does agnosticism mean?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2 (a) A01	<ul style="list-style-type: none"> • Not being sure whether God exists • Being unsure about the existence of God • Not quite believing in God • Not sure whether to believe in God • (Someone who) is not sure whether God exists • Don't know if God exists <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • Not being sure • Not being sure about believing in a religion <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<ul style="list-style-type: none"> • Not believing in God • Not having a religion <p>answers which define a different key word</p> <p>(0)</p>	2

2 (b)	Do you think a religious upbringing makes children believe in God? Give two reasons for your point of view.	
Question Number	Answer	Mark
2 (b) AO2	<p>Indicative content Answers which think that a religious upbringing makes children believe in God, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • If a respected adult tells you something is true, it will make them believe it • If all a child's family and friends hold a certain belief, a child will believe the same • Within a religious family, belief becomes the norm <p>Answers which do not think that a religious upbringing makes children believe in God, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • A child will make up their own mind about belief in God • A child cannot be forced to believe anything • Teenagers usually rebel against what their parents believe <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. Within a religious family, belief becomes the norm) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. Within a religious family, belief becomes the norm. So a Christian child will be taken to church where they will have their faith strengthened) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

2 (c)	Explain, with examples, how television programmes and/or radio programmes and/or films might affect a person's attitude to belief in God.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
2 (c) A01	<p>Possible responses include:</p> <ul style="list-style-type: none"> • A television programme (such as The Big Question) might make a person think about religion in a positive way • A film like Bruce Almighty might help people realise why their prayers haven't been answered and affect their attitude to belief in God • A comedy like Father Ted might make a person think that all priests are either stupid or drink too much might make a person think about religion in a negative way • A programme that portrays religious characters in a positive way (e.g. White Girl) might increase a persons empathy with that person and engender belief in God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>An answer which does not refer to identifiable programmes/films cannot go beyond level 2 Multiple explanations can come from the same source or several different sources</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief explanation • not explaining but only describing an example <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief explanations • or a developed explanation <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief explanations • or a fully developed explanation • or two explanations with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief explanations • or two developed explanation • or three explanations with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

2 (d)	“The world is so beautiful it must have been designed by God.” In your answer you should refer to Christianity.	
Question Number	Answer	Mark
2 (d) A02	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • The world is so beautiful it must be designed, because only God could do this • The intricate designs of things (like the snow flakes, finger prints, sunset) could not happen by chance • God has designed the world to appeal to humans <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • The world is full of ugly things (like volcanoes and earth quakes) which God would not have designed • The world is not designed it was created by the Big Bang • The world is designed by nature, (glaciers, rainfall etc), it is nothing to do with God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

3 (a)				
What is euthanasia?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3 (a) A01	<ul style="list-style-type: none"> • The painless killing of someone dying from a painful disease • An ill person being helped to die in a painless way <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • Helping someone to die • A gentle/easy death • Examples such as assisted suicide; turning off a life support machine <p>Any alternative wording of the above points is acceptable. (1)</p>	<ul style="list-style-type: none"> • Killing people (0) 	2

3 (b)	Do you agree that the media should be allowed to criticise what religions say about matters of life and death? Give two reasons for your point of view.	
Question Number	Answer	Mark
3 (b) A02	<p>Indicative content</p> <p>Answers which agree that the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> • The media has freedom of speech • Religious beliefs often contradict each other, the media is right to say this • The media should educate and by criticising they can do this <p>Answers which disagree that the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Religious beliefs are too personal for the media to criticise • The media is frequently biased • The media might make comments which could cause conflict in society <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg The media has freedom of speech) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg The media has freedom of speech, there should be an alternative to what religions say) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

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

3 (d)	“The law on abortion should be changed.” In your answer you should refer to Christianity.	
Question Number	Answer	Mark
3 (d) A02	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christians believe life is sacred, so abortion should be illegal • Babies can survive before 24 weeks gestation so the time should be reduced • It should be the mother’s right to choose <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • The law has been democratically agreed • The law, in practice, allows abortion for all reasons anyway • The law prevents suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

4 (a)		What is resurrection ?		
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a) AO1	<ul style="list-style-type: none"> • The belief that, after death, the body stays in the grave until the end of the world when it is raised • Returning to life from the dead • (Jesus) rising from the dead <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • Coming back to life • Living again <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

4 (b)	Do you think that euthanasia should be legal in the UK? Give two reasons for your point of view.	
Question Number	Answer	Mark
4 (b) AO2	<p>Indicative content</p> <p>Answers which think euthanasia should be legal in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> • It could be the most loving thing to do • It can be the lesser of two evils • People should have control over whether they live or die <p>Answers which do not think euthanasia should be legal in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Life is sacred • Only God has the right to end someone's life • If it were legal people would abuse it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. People should have control over whether they live or die) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. People should have control over whether they live or die. Legalised euthanasia allows people to make this decision without fear of legal proceedings.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

4 (c)	Explain why one Christian agency is trying to end world poverty	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
4 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • Jesus directed them to do this • The Bible teaches they should do this • Christians are taught to practise stewardship/charity/service to others • Examples from Saints and other important Christian figures <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

4 (d)	“Life after death is impossible.” In your answer you should refer to Christianity.	
Question Number	Answer	Mark
4 (d) A02	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • There is no evidence to prove life after death • Some people would say that it is just an idea to comfort people • Religious ideas about life after death all conflict <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • The bible teaches about life after death • It is stated as part of the Christian creeds • Christians believe in it because Jesus rose from the dead <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

5 (a)				
What is promiscuity?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5 (a) A01	<ul style="list-style-type: none"> • Having sex with a number of partners without commitment • Having (casual) sex with a number of people • Being indiscriminate in sexual relationships • Sleeping around <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • Sex before marriage • Sex outside marriage <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> • Making promises to people <p style="text-align: right;">(0)</p>	2

5 (b)	Do you think that sex outside marriage is acceptable? Give two reasons for your point of view.	
Question Number	Answer	Mark
5 (b) AO2	<p>Indicative content</p> <p>Answers which think that sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Sex before marriage allows partners to become closer • Sex before marriage is acceptable in society • Sex before marriage is a way of finding out if you are sexually compatible <p>Answers which do not think that sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> • It is against many Christian teachings • Adultery breaks the marriage vows and one of the commandments • It can lead to increased STIs <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Sex before marriage allows partners to become closer) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg Sex before marriage allows partners to become closer. This means that people will know whether they should get married or not) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

5 (c)	Explain how the purposes of marriage are shown in the Christian wedding ceremony.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
5 (c) A01	<p>The main ways include:</p> <ul style="list-style-type: none"> • The exchange of rings representing the unending agreement • The exchange of vows promising a life-long, exclusive commitment • The emphasis on God as part of the marriage making it a spiritual agreement with God as well as legal • The vicar reads from the bible passages that emphasise the nature and purpose of marriage • The congregation pray for the couple and make promises to support the marriage <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

5 (d)	<p>“A religious family is a happy family.” In your answer you should refer to Christianity.</p>	
Question Number	Answer	Mark
5 (d) A02	<p>Indicative content Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Everyone believes the same thing • The Bible has rules for family life • Christianity teaches parents and children to respect each other <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Families only need love to be happy • Religion can cause conflict in families • Religion can impose unnecessary rules on families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

6 (a)	What is a civil partnership ?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6 (a) AO1	<ul style="list-style-type: none"> • A legal ceremony giving a homosexual couple the same rights as a husband and wife • A legal relationship between two people of the same sex • A lawfully recognised union of two people of the same sex <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • A couple in a legal partnership • A same sex couple • A 'Gay marriage' <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

6 (b)	Do you think all Christians should accept divorce? Give two reasons for your point of view.	
Question Number	Answer	Mark
6 (b) A02	<p>Indicative content</p> <p>Answers which think that all Christians should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Some Christians do allow divorce, why not all? • Divorce is legal • Divorce might be the lesser of two evils <p>Answers which do not think that all religious people should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Divorce breaks vows (promises) made to God • Divorce breaks up the family unit which is wrong • The Bible teaches against divorce <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Divorce might be the lesser of two evils) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. Divorce might be the lesser of two evils. Christians do not want people to suffer so should accept divorce.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

6 (c)	Explain how Christian churches help to keep families together	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
6 (c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> • they provide support/advice for parents • they provide an extended family to support parents • they provide organisations to occupy, teach and support young people • they offer marriage guidance • they provide special meetings for elderly people providing meals and company <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

6 (d)	<p>“Condoms are the best form of contraception.” In your answer you should refer to Christianity.</p>	
Question Number	Answer	Mark
<p>6 (d) A02</p>	<p>Indicative content Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Condoms help prevent the spread of STIs • Condoms are a barrier method not an abortifacient • It encourages men to be responsible for contraception <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Some Christians believe that all artificial contraception is unnatural • Some Christians believe that all sexual acts should be open to the possibility of procreation • Other forms of contraception are better <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	<p>6</p>

7 (a)	What is meant by discrimination ?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
7 (a) A01	<ul style="list-style-type: none"> • Treating people less favourably because of their ethnicity/ gender/colour/ sexuality / age / class • Unfair treatment of a group or person based on prejudice • Treating one group of people less favourably than others • Putting prejudice into practice <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • Any example of a discriminatory act • Not being fair to everyone • Discrimination against others <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Definitions of prejudice</p> <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2

7 (b)	Do you think that women should have the same religious rights as men? Give two reasons for your point of view.	
Question Number	Answer	Mark
7 (b) A02	<p>Indicative content</p> <p>Answers which think that that women should have the same religious rights as men are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women have equal rights in society • The Bible shows men and women were created equal • Early Christian churches had women leaders <p>Answers which do not think that that women should have the same religious rights as men are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women are different and should therefore have different rights • Traditionally men and women have had different religious rights • Jesus only chose male apostles <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. The Bible shows men and women were created equal) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. The Bible shows men and women were created equal so men and women should be allowed to be priests.) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

7 (c)	Explain why the government encourages community cohesion.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
7 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • The government has the duty to ensure that all people are treated equally • Without community cohesion there will be division and conflict • If the government does not act it could cause social discrimination • The government alone has the power to work with different pressure and religious groups • The government is able to introduce laws and policies to promote community cohesion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or two reasons with one developed. • or a fully developed reason <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

7 (d)	“All Christians should try to convert others to their religion.” In your answer you should refer to Christianity.	
Question Number	Answer	Mark
7 (d) A02	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christians should try and help others achieve salvation • Jesus instructed his disciples/followers to be ‘fishers of men’ and spread the gospel • Some Christians believe theirs is the only way to God/eternal life <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • It could cause conflict to try and convert others • No one should try and force another person to believe in a certain faith • Faith is a personal matter <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

8 (a)	What is religious freedom ?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8 (a) AO1	<ul style="list-style-type: none"> • The right to practise your religion and change your religion • Being able to practise your religion • Being able to change/choose your religion • Worshipping freely <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • Doing/thinking what you want within your religion <p>Any alternative wording of the above points is acceptable. (1)</p>	<ul style="list-style-type: none"> • Religious equality <p>Answers which define a different key word (0)</p>	2

8 (b)	Do you think living in a multi-faith society causes problems for religious people? Give two reasons for your point of view.	
Question Number	Answer	Mark
8 (b) A02	<p>Indicative content</p> <p>Answers which think that living in a multi-faith society causes problems for religious people are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Interfaith marriages can cause problems within Christian families • Other religious people may challenge Christian beliefs • Other religious people may try to convert Christians from their faith <p>Answers which do not think that living in multi-faith society causes problems for religious people are likely to use such reasons as:</p> <ul style="list-style-type: none"> • People can learn about other faiths • A multi-faith society provides opportunities for conversion • A multi-faith society allows religious freedom <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Other religious people may try to convert Christians from their faith) 1 mark • two brief reasons • or one developed reason (eg Other religious people may try to convert Christians from their faith which could cause conflict) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	

8 (c)	Explain why there are differences among Christians in their attitudes to other religions.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
8 (c) AO1	<p>The main reasons include:</p> <p>Some Christians (exclusivists) believe only Christians will go to heaven because</p> <ul style="list-style-type: none"> • Jesus said he was the only way to God • Christians have to baptise and make disciples of all the nations <p>Other Christians (inclusivists) believe all religions can help people reach God, but they have the full truth because</p> <ul style="list-style-type: none"> • It is the teaching of the catechism • Jesus taught respect, but offered the full truth <p>Other Christians (pluralists) believe all religions will lead to God because</p> <ul style="list-style-type: none"> • In God's house there are many rooms • God would not exclude non-Christians <p>All answers which do not refer to more than one attitude can not go beyond level 3</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

8 (d)	“Men and women are still not treated equally in the UK.” In your answer you should refer to Christianity.	
Question Number	Answer	Mark
8 (d) A02	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Some Christians do not allow women to be priests • Many more men hold positions of power • Women are more likely to stay at home to look after children than men are <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Legally men and women must be paid equally for the same work • Politically men and women are equal • Men and women can be priests in the Church of England <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

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