

Mark Scheme (Results)

Summer 2012

GCSE Religious Studies (5RS03)
Religion and life based on a study of
Roman Catholic Christianity

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Publications Code UG032875

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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 3: Religion and life based on a study of Roman Catholic Christianity

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1 (a) AO1	<ul style="list-style-type: none"> • Things that cause suffering but have nothing to do with humans • Suffering that is caused by natural disasters • Evil not caused by humans <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • Evil that is not moral evil • Examples of natural evil <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p>1 (b) AO2</p>	<p>Indicative content</p> <p>Answers which say television or radio programmes or films can affect a person's attitude to belief in God are likely to use such reasons as:</p> <ul style="list-style-type: none"> • A programme/film may lead a person to believe in God • A film might make a person realise that belief is a rational idea • A programme might make a person lose faith in God <p>Answers which say television or radio programmes or films cannot affect a person's attitude to belief in God are likely to use such reasons as</p> <ul style="list-style-type: none"> • If a person has a strong belief/lack of belief a programme cannot change it • Upbringing has more of an influence on a person's belief than the media • Scientific reasoning is more persuasive than a television programme <p>Other approaches are possible and must be marked according to the levels. 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 simple reason (e.g. A programme/film may lead a person to believe in God) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two simple reasons • or one developed reason (eg a programme/film may lead a person to believe in God, Songs of Praise reports stories of people's conversions which are convincing.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
1 (c) AO1	<p>The main responses include:</p> <ul style="list-style-type: none"> • People cannot know what God’s plan for them is • Prayers might conflict with another person’s prayers • God answers prayers in an unexpected way • God will not answer selfish prayers • God will not answer prayers that do not benefit people • Unanswered prayers might cause a Catholic to lose their faith <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
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 way • not explaining but only describing the reference <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 ways • or a developed way <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 ways • or a fully developed way • or two ways 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 ways • or two developed ways • or two ways one of which is fully developed • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>1 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Evidence of religious experiences means people should believe in God • There are arguments for the existence of God (design/causation) • That Catholic Church teaches that God is necessary for everything to exist <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • There is no scientific proof for the existence of God • Evil and suffering suggest God does not exist • It is a person's choice whether they believe in God or not <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason 	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2 (a) AO1	<ul style="list-style-type: none"> • (The belief that God is) all good • (God is) all loving • (God is) fully merciful • Completely compassionate • (God is) all good • God is good <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • Loving • Good • Merciful • A characteristic of God <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	<p style="text-align: center;">2</p>

Question Number	Answer	Mark
<p>2 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that religious experiences prove that God exists, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • If someone has a personal experience of God they will believe in God • A numinous experience provides evidence of God • An answered prayer provides proof that God exists <p>Answers which do not think that religious experiences prove that God exists, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • A religious experience can be made up (faked) • There are other things that prove that God exists • Some religious experiences have a natural explanation <p>Answers which refer to religious events eg Christmas, weddings etc. should not be credited.</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> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one simple reason (e.g. If someone has a personal experience of God they will believe in God) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two simple reasons • or one developed reason (e.g. If someone has a personal experience of God they will believe in God, for example a miracle) <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>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
2 (c) AO1	<p>Possible responses include:</p> <ul style="list-style-type: none"> • A designed world needs a designer, this must be God • The world is so complex, it must be designed by God • The world is so beautiful it cannot be an accident, this must be God • The world is perfect for humans, a loving God must have designed it • Paley's watch linked to the existence of God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a way • not explaining but only describing the reference <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 ways • or a developed way <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 ways • or a fully developed way • or two ways 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 ways • or two developed ways • or two ways one of which is fully developed • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>2 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • If there was a solution there would be no evil in the world • Some Catholics believe that suffering is a test from God • Humans have no control over natural evil <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • People can provide solutions through activity like charity work • When governments work together, suffering can be alleviated • The Catholic Church teaches that people should try to relieve suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason 	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3 (a) AO1	<ul style="list-style-type: none"> • (The idea that) life must have some benefits for it to be worth living • The physical and emotional happiness of a person • The well-being of a person • Life is worth living <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • How good life is • Your standard of living • Examples of good/bad quality of life <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word</p> <p>Answers which refer to sanctity of life</p> <p style="text-align: right;">(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p>3 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that abortions should be completely banned are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Abortion is the murder of an unborn child • The baby could be adopted • The Catholic Church teaches that life begins at conception <p>Answers which do not think that abortions should be completely banned are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women should have the right to choose • Abortion should be allowed in cases of rape • Some abortions save the life of the mother <p>Other approaches are possible and must be marked according to the levels. 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 simple reason (eg Abortion is the murder of an unborn child) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two simple reasons • or one developed reason (eg Abortion is the murder of an unborn child, which is against the Ten Commandments) <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>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
3 (c) AO1	<p>The main features include:</p> <ul style="list-style-type: none"> • Through long term development programmes • Through providing education programmes in developing countries • Through emergency disaster relief • Through raising awareness in developed countries • Through campaigning to gain justice for developing countries <p>Other approaches are possible and 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 way • not explaining but only describing the reference <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 ways • or a developed way <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 ways • or a fully developed way • or two ways 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 ways • or two developed ways • or two ways one of which is fully developed • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>3 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Catholics believe life is sacred, so euthanasia is murder • Euthanasia is the premature ending of a life which is against the law • No human should take another human's life <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Euthanasia is sometimes the lesser of two evils • Euthanasia is sometimes the most loving thing to do • If it is the person's choice it is not murder <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason 	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a) AO1	<ul style="list-style-type: none"> • (The idea that) the soul lives on after the death of the body • the soul never dies • persistence of the spirit <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • living forever • living in heaven <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
4 (b) AO2	<p>Indicative content</p> <p>Answers which think that everyone should have the right to die when they want are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Euthanasia is often the most loving thing • Euthanasia can be the lesser of two evils • It could protect the family from watching people suffer <p>Answers which do not think that everyone should have the right to die when they want are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Life is sacred, no one has the right to take it • Only God has the right to end someone's life • people might not be able to make an informed decision <p>Other approaches are possible and must be marked according to the levels. 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 simple reason (e.g. Euthanasia is often the most loving thing) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two simple reasons • or one developed reason (e.g. Euthanasia is often the most loving thing as it can prevent unnecessary suffering.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
4 (c) AO1	<p>The main responses include:</p> <ul style="list-style-type: none"> • They will try to live good Catholic lives so that they go to heaven • They will try to follow the teachings of Jesus so that they will go to heaven • They will follow the teaching of the parable of the 'Sheep and the Goats' to help those in need • They will try to avoid committing sins so that they will go to heaven • Believing in life after death will give their lives purpose <p>Other approaches are possible and 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 way • not explaining but only describing the reference <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 ways • or a developed way <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 ways • or a fully developed way • or two ways 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 ways • or two developed ways • or two ways one of which is fully developed • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>4 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • It is the woman's right to choose • It should be allowed as people make mistakes • It is better than having an unwanted child <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Abortion should not be allowed beyond 24 weeks • The Catholic Church believes that human life begins at conception • Abortion can be seen as murder <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason 	<p>6</p>

Question Number	Answer	Mark
5 (b) AO2	<p>Indicative content</p> <p>Answers which think that all Christians should accept the use of contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Contraception helps improve the standard of living of the whole family • Contraception is accepted by some Christians so why not by all • It allows Christians to concentrate on the unitive aspect of sexual intercourse <p>Answers which do not think that all Christians should accept the use of contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> • It is against Catholic/some Christian teachings • It might encourage adultery/promiscuity • Christians should use their own consciences <p>Other approaches are possible and must be marked according to the levels. 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 simple reason (eg It allows Christians to concentrate on the unitive aspect of sexual intercourse) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two simple reasons • or one developed reason (eg It allows Christians to concentrate on the unitive aspect of sexual intercourse which allows partners to become closer which strengthens their marriage) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
5 (c) AO1	<p>The main features include:</p> <ul style="list-style-type: none"> • by running baptism preparation services and classes • by running classes to prepare children for the Sacraments • by holding marriage preparation classes • by supporting a Catholic Primary School within the parish <p>Other approaches are possible and 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 way • not explaining but only describing the reference <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 ways • or a developed way <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 ways • or a fully developed way • or two ways 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 ways • or two developed ways • or two ways one of which is fully developed • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>5 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Marriage forms a stable background for having children • Marriage is a public statement that a family has been formed • The Catholic Church teaches that marriage is partnership with God and so the only context in which to raise a family <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Families only need love not marriage to be happy • Marriage is not needed for a family to be strong • There are lots of different types of families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason 	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6 (a) AO1	<ul style="list-style-type: none"> • Where two sets of children (stepbrothers and stepsisters) become one family when their (divorced) parents marry each other • The joining of two adults by marriage who have had previous relationships and children from them • A family where there are children from previous relationships • A family containing step-siblings <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • A family where the children are not related • An example of a reconstituted marriage eg Brady Bunch • When divorced people marry <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	<p>2</p>

Question Number	Answer	Mark
<p>6 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that faithfulness within marriage is important are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Catholics promise at their wedding that they will remain faithful • Faithfulness brings stability to a family • The Church teaches that being unfaithful is sinful <p>Answers which do not think that faithfulness within marriage is important are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Love is more important and does not always require faithfulness • Happiness is important in a marriage and this does not always need faithfulness • Forgiveness is more important than faithfulness <p>Other approaches are possible and must be marked according to the levels. 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 simple reason (eg Catholics promise at their wedding that they will remain faithful.) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two simple reasons • or one developed reason (eg Catholics promise at their wedding that they will remain faithful, being unfaithful would break this promise to God.) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
6 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • It is better to divorce than live without love • Divorce might be the lesser of two evils • Divorce is legal • Divorce is acceptable for adultery • Christians encourage forgiveness which is possible after divorce • Jesus allowed divorce <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a simple 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 simple 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 simple 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"> • giving a simple explanation of four features • or two developed explanations • or two reasons one of which is fully developed • or three features with one developed. • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>6 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • It is respectful to accept a persons sexual orientation • Homosexuality is nothing to do with religion • Some Christians allow homosexuality, so why can't all? <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Homosexuality is condemned in the Bible • The Catholic Church teaches that homosexual acts are wrong • The Church says that sex outside marriage is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason 	<p>6</p> <p style="text-align: right;">4</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
7 (a) AO1	<ul style="list-style-type: none"> • A common vision and shared sense of belonging for all groups in a society • The aspect of bonding and togetherness exhibited by races and religions in a community • A society where different groups of people get on well with each other <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • When different faiths live together in harmony • People of different races get on well in society • Where different faiths and races live together in one community <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>	<p>2</p>

Question Number	Answer	Mark
<p>7 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think attitudes to the roles that men and women have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women are now encouraged to have careers • It is more acceptable for men to be house husbands • Men are no longer seen as the sole provider <p>Answers which do not think attitudes to the roles that men and women have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women are still expected to perform traditionally 'female' jobs • Women are still expected to be the main child carer in families • The Catholic Church does not teach women should be priests <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one simple reason (eg Women are encouraged to have careers) <p style="text-align: right;">1 mark</p> • two simple reasons • or one developed reason (eg Women are encouraged to have careers, so that they can be financially independent.) <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> 	<p>4</p>

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"> • It increases tolerance and understanding • It gives people an insight into different religions • It makes believers think seriously about their own beliefs • Having religious freedom may help to stop religious conflicts <p>Other approaches are possible and 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 referring to two views:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or two reasons one of which is fully developed • or three reasons with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>7 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • It could reduce conflict • The partners love for each other is more important than faith • Faith can be enriched by discussing differences with each other <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Catholics are taught that they should bring up children as good Catholics, this is easier in a single faith marriage • It might cause conflict within families • Different beliefs might result in confusion for the children <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason 	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8 (a) AO1	<ul style="list-style-type: none"> • Believing some people are inferior or superior without even knowing them • A preconceived preference or idea • An opinion formed without full examination of the facts • Judging someone before you've met them <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • Any example of prejudice • Judging someone • Pre-judging • A feeling that you are better or worse than someone <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Definitions of discrimination</p> <p>Examples of discrimination</p> <p>Answers which define a different key word (0)</p>	<p>2</p>

Question Number	Answer	Mark
<p>8 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that living in a multi-ethnic society helps to reduce racism are likely to use such reasons as:</p> <ul style="list-style-type: none"> • A multi-ethnic society give people the opportunity to become educated about different cultures • Mixing with people of other races means people are more likely to understand each other • Children raised in a multi ethnic society will not be aware of racial differences <p>Answers which do not think that living in a multi-ethnic society helps to reduce racism are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Different races have different cultures which can cause friction • Different ethnic groups have different expectations which can be difficult to live with and can lead to racism • The UK is multi-ethnic and there is still racism <p>Other approaches are possible and must be marked according to the levels. 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 simple reason (e.g. Different races have different cultures which can cause friction.) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two simple reasons • or one developed reason (e.g. Different races have different cultures which can cause friction, for example, there have been race riots.) <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>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
8 (c) AO1	<p>Possible ways include:</p> <ul style="list-style-type: none"> • A television programme might discuss an issue such as community cohesion • A film might show the issue of racism by portraying how a community can work together • A radio programme that shows religious characters working for community cohesion might show that communities can work together • The national press might show community unrest and make a person think that community cohesion is not possible <p>Only one issue can be credited in this question</p> <p>Only one form of the media (eg film) can be credited in this question</p> <p>An answer which does not refer to identifiable examples of how the issue is presented cannot go beyond level 2</p> <p>Multiple examples of the issue can come from the same source.</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 way • not explaining but only describing the reference <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 ways • or a developed way <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 ways • or a fully developed way • or two ways 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 ways

	<ul style="list-style-type: none">• or two developed ways• or two ways one of which is fully developed• or three ways with one developed• or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>8 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Children will see lots of faiths and might become confused • Children might think that their family's faith is not as exciting as someone else's • Parents might be from different faiths and this will make deciding how to bring up a child difficult <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Raising children is done in the home and not affected by society • A multi-faith society provides opportunities for discussion about faith which helps raise children • The Catholic Church teaches all religions should be respected <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two reasons with one developed • or a fully developed reason 	<p>6</p>

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