



Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE
In Religious Studies (5RS03/01)
Unit 3: Religion and life based on a study of
Roman Catholic 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.

Although the assessment objectives are weighted separately, they are inter-related.

AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p>1 (a) AO1</p>	<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 style="text-align: right;">(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 style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> • not having a religion <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p>1 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think religious experiences prove 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 religious experiences prove God exists are likely to use such reasons as:</p> <ul style="list-style-type: none"> • a religious experience can be made up • there are other things that prove that God exists • some religious experiences can have a natural explanation <p>Other approaches are possible and must be marked according to the levels. 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: one brief reason (e.g. some religious experiences can have a natural explanation)</p> <p style="text-align: right;">1</p> <p>mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons <p>or one developed reason (e.g. some religious experiences can have a natural explanation, for example, a vision could be a hallucination)</p> <p style="text-align: right;">2</p> <p>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</p> <p>marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4</p> <p>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)	
1 (c) AO1	<p>Indicative content The main ways include:</p> <ul style="list-style-type: none"> • the world must have been caused by an all knowing God • the world must have been caused by God as only God is eternal • God is the only being powerful enough to cause the world to come in to existence • God is the only logical cause of the universe and so people 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>	
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 way <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 way • or two developed ways • or three ways with one developed • or two ways with one fully developed

	<ul style="list-style-type: none"> • 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
1 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • scientific theories have some evidence • science does not disprove the existence of God as part of the process • God could have caused the Big Bang <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the Bible shows how the world was created • only God could create something out of nothing • scientific theories are not completely proven <p>Other approaches are possible and must be marked according to the levels. 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 developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p>	<p>3</p> <p>3</p>

	<p>1 mark for</p> <ul style="list-style-type: none">• a simple reason <p>2 marks for</p> <ul style="list-style-type: none">• a developed reason• or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none">• three simple reasons• or two developed reasons• or a fully developed reason	
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Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2-3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p>2 (a) AO1</p>	<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 style="text-align: right;">(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 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>2 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think evil and suffering prove that God does not exist are likely to use such reasons as:</p> <ul style="list-style-type: none"> • suffering hurts innocent people so God cannot exist • an omniscient God would know that there is suffering in the world and would act to end it • an omnipotent God would be able to stop all evil and suffering <p>Answers which do not think evil and suffering prove that God does not exist are likely to use such reasons as:</p> <ul style="list-style-type: none"> • evil is the fault of humans not God • life is a test to prepare for heaven • humans cannot know God's reasons for evil and suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with: one brief reason (e.g. suffering hurts innocent people so God cannot exist)</p> <p style="text-align: right;">1</p> <p>mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons <p>or one developed reason (e.g. suffering hurts innocent people so God cannot exist; if God did exist he would only want good for his creation)</p> <p>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</p> <p>marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4</p> <p>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>Indicative content The main ways include:</p> <ul style="list-style-type: none"> • the world is so beautiful it must be designed, only God could do this • the complex designs of things could not happen by chance • God has designed the world to appeal to humans • only God has the knowledge required to design the world <p>A comprehensive explanation using Paley's Watch leading to belief in God can be awarded level 4.</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 a way <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 • two reasons with one fully developed • or two ways with one fully developed • or three ways with one developed

	<ul style="list-style-type: none"> • 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
2 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Catholic couples agree to bring children up according to Christ • religion teaches good morals • a religious upbringing will encourage good family relationships <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • only religious people should give their children a religious upbringing • children should make up their own mind what to believe • all parents have freedom to decide how to raise their 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 to Roman Catholic Christianity either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

	<p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none">• a simple reason <p>2 marks for</p> <ul style="list-style-type: none">• a developed reason• or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none">• three simple reasons• or two developed reasons• or a fully developed reason	
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Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2-3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p>3 (a) AO1</p>	<ul style="list-style-type: none"> • when somebody about to die has an out of body experience • when a person is in a situation where death is likely or expected, no longer feels associated with their physical bodies • a person near-death is apparently outside their body and aware of it <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • being close to death but surviving • an example of a near death experience • an out of body experience <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> • being near to death • resuscitation <p>Answers which define a different key word.</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 Catholics should work to end world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Jesus said we should give to the poor • the Roman Catholic Church teaches people to help the poor • the parable of the Sheep and the Goats tells Christians they should help the poor <p>Answers which do not think that Catholics should work to end world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> • non Christians should take responsibility for the poor. • leaders of countries need to take responsibility for their own people • banks and business should do more <p>Other approaches are possible and must be marked according to the levels. 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. Jesus said we should give to the poor) <p style="text-align: right;">1</p> <p>mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. Jesus said we should give to the poor, he said 'whoever has two tunics is to share with he who has none') <p style="text-align: right;">2</p> <p>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</p> <p>marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4</p> <p>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>Indicative content The main reasons include:</p> <ul style="list-style-type: none"> • if life begins at conception it can be described as murder • abortion goes against the sanctity of life • Churches have taught against abortion • it interferes with God's plans for life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or two reasons with one fully developed • 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</p>

		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.
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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"> • God created life • the Commandment says do not kill • the Catechism teaches Catholics that no one has the right to take away another person's life <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • a person should be allowed to make decisions about their own life • ending a life can end suffering • Catholics are taught to follow their conscience <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to 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 developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (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 • a person's standard of living • examples of good/bad quality of life <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which refer to sanctity of life</p> <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p>4 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that Christians should agree with euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • euthanasia is sometimes the lesser of two evils • euthanasia is sometimes the most loving thing to do • it is the person's choice <p>Answers which do not think that Christians should agree with euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Bible says that murder is wrong • euthanasia goes against the sanctity of life • most Churches teach against euthanasia <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. euthanasia is sometimes the lesser of two evils) <p style="text-align: right;">1</p> <p>mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. euthanasia is sometimes the lesser of two evils, if the person is in great pain it would be better to end suffering) <p style="text-align: right;">2</p> <p>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</p> <p>marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4</p> <p>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)	
4 (c) AO1	<p>Indicative content The main ways include:</p> <ul style="list-style-type: none"> • it introduces long term development programmes • it provides education in developing countries • it supplies emergency relief • it speaks out on behalf of poor communities <p>Other approaches are possible and 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 way • not explaining but only describing why <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 with one 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</p>

		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.
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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"> • evidence of mediums supports ideas of life after death • ghosts suggest that life doesn't end at death • mediums communicate with the dead <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the Catholic Church rejects all evidence of mediums and ghosts • it is the resurrection that shows there is life after death not ghosts • mediums can fake their communication with 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:</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 developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5 (a) AO1	<ul style="list-style-type: none"> • a sexual act between a married person and someone other than their marriage partner • sex between a married person and someone who is not that person's wife or husband • extra-marital sex <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • a sexual act when a person is married • sex outside marriage • cheating • having an affair <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>5 (b) AO2</p>	<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"> • it allows a couple to plan when they have children • it can protect the health of the couple • God gave free will for people to make such decisions <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 interferes with God's plans for a couple • some biblical teachings are against it • only God should decide when life is created <p>Other approaches are possible and must be marked according to the levels. 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. some biblical teachings are against it) <p style="text-align: right;">1</p> <p>mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. some biblical teachings are against it, the book of Genesis says 'be fruitful and multiply') <p style="text-align: right;">2</p> <p>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</p> <p>marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4</p> <p>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)
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5 (c) AO1	<p>Indicative content The main reasons include:</p> <ul style="list-style-type: none"> • God created the family to be the basic unit of society • it is one of the purposes of marriage • God created man and woman to form a family • it is where children learn their faith • it ensures the young and old are cared for
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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 referring to two views:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or two reasons with one fully developed • 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</p>

		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.
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Question Number	Answer	Mark
5 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the teaching of the Old Testament • sex should be open to the possibility of new life • some see same sex marriage as a sin <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the Bible teaches that everyone is made in the image of God • the Bible needs reinterpreting in the light of modern life • only God can judge people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>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 developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6 (a) AO1	<ul style="list-style-type: none"> • making a new life • to reproduce • to bring forth offspring • having a baby <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • sex • making a family <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>	<p>2</p>

Question Number	Answer	Mark
<p>6 (b) AO2</p>	<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"> • the Bible allows it • it can reduce suffering • it might be the lesser of two evils <p>Answers which do not think that all Christians should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the Catholic Church teaches against it • it can break up families • it breaks the marriage vows <p>Other approaches are possible and must be marked according to the levels. 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 allows it) <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 allows it in the case of adultery) <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>Indicative content</p> <ul style="list-style-type: none"> • the use of natural contraception means there are no physical side effects • the use of natural family planning is accepted by the Catholic Church • a condom prevents the spread of STIs • the implant does not rely on remembering to take a pill <p>Other approaches are possible and 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</p>

		syntactical and/or spelling errors are likely to be present.
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 two reasons, one brief and one fully developed • or three reasons with one developed • or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>6 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is the place where children are taught the faith • it is the basis of society • St Paul teaches that parents should care for their children <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • monks and nuns do not raise families • some people cannot have children • worshipping God is more important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>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 developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p>7 (a) AO1</p>	<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 differently than others ▪ putting prejudice into practice <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • any example of a discriminatory act • not being fair to everyone • discriminating against others <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Definitions and examples of prejudice</p> <p>Answers which define a different key word.</p> <p>(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p>7 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think there are benefits to living in a multi-faith society are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people can learn about other faiths • people are less likely to be prejudiced as they will have more knowledge of other faiths • people will be able to convert more easily <p>Answers which think there are no benefits to living in a multi-faith society are likely to use such reasons as:</p> <ul style="list-style-type: none"> • in a one faith society everyone would believe the same so there would be no conflict • people could try to convert Catholics to another faith • people might be confused by all the different faiths <p>Other approaches are possible and must be marked according to the levels. 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 can learn about other faiths) <p style="text-align: right;">1</p> <p>mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons <p>or one developed reason (e.g. people can learn about other faiths which may mean that they understand how others live)</p> <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</p> <p>marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4</p> <p>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>Indicative content The main actions include:</p> <ul style="list-style-type: none"> • it backs and publicises anti-racism campaigns • they passed the Equality Act • they passed the Racial and Religious Hatred Act • they made it illegal to incite hatred • they created the Equality and Human Rights Commission <p>Other approaches are possible and 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"> • using one action • not an action but explaining why <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 actions • or a developed action <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 actions • or a fully developed action • or two actions 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	A clear understanding of the issue is shown typically by:

	<ul style="list-style-type: none"> • using four actions • or two developed actions • or two actions with one fully developed • or three benefits with one developed • or a comprehensive explanation using one action only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
7 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it will create peace in society • it is a sin to discriminate • Jesus says you should love your neighbour <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is more important to love God • God gave free will to choose what to do • some Christians might have a vocation to do something else <p>Other approaches are possible and must be marked according to the levels. 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 	3

	<p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	3
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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8 (a) AO1	<ul style="list-style-type: none"> • marriage where the husband and wife are from different religions • marriage between partners of different religions • people marrying when they are different faiths to each other <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • an example of interfaith marriage • mixing faiths <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>8 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that religious beliefs about issues in this section, 'Religion and community cohesion', are treated fairly by the media are likely to use such reasons as:</p> <ul style="list-style-type: none"> • a TV programme might show a balance of the arguments • a news programme may show a religion's belief accurately • a film might show how a religious family will help fight racism <p>Answers which do not think that religious beliefs about issues in this section (religion and community cohesion) are treated fairly by the media are likely to use such reasons as:</p> <ul style="list-style-type: none"> • a comedy might make it seem sexist in the treatment of women in religion • a documentary might make Christians appear to be racist • a film might show the problems faced by a couple raising children in an interfaith marriage in a negative light <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. a comedy might make it seem unacceptable to have women priests) 1 mark • two brief reasons • or one developed reason (e.g. a comedy might make it seem unacceptable to have women priests as in the first episode of the Vicar of Dibley) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)
8 (c) AO1	<p>Indicative content</p> <p>The main ways include:</p> <ul style="list-style-type: none"> • they set up multi-faith groups • they hold joint services with other religions • they invite each other to their festivals • most religious charities help all people • some religions set up centres to help people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a way • not describing but explaining why <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 • one fully developed reason with one brief reason • or two ways with one fully developed

	<ul style="list-style-type: none"> • 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
8 (d) AO2	<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 interesting as someone else's • parents might be from different faiths <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 • if you are a devout Christian person it does not 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:</p> <p>Candidates who do not refer to a Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p>	<p>3</p> <p>3</p>

	<ul style="list-style-type: none">• a developed reason• or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none">• three simple reasons• or two developed reasons• or a fully developed reason	
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