

Mark Scheme (Results)

June 2011

GCSE Religious Studies (5RS04)

Religion and Life based on the
study of Islam

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
<http://www.edexcel.com/Aboutus/contact-us/>

June 2011

Publications Code UG028612

All the material in this publication is copyright

© Edexcel Ltd 2011

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 1: Religion and Life Based on a Study of Islam

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

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

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

1 (d)	<p>“Miracles cannot happen today.” In your answer you should refer to Islam.</p>	
Question Number	Answer	Mark
1 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Some people think Allah does not exist so miracles cannot happen today • Miracles cannot happen today as they can be explained by science • A miracle is something that breaks the laws of science and this cannot happen <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Allah can do anything including miracles • An example of a modern day miracle • Miracles happened in the Qur’an so they can still happen today <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

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

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

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

2 (d)	“The world is so beautiful it must have been designed by Allah.” In your answer you should refer to Islam.	
Question Number	Answer	Mark
2 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • The world is so beautiful it must be designed, only Allah could do this • The intricate designs of things (like the snow flakes, finger prints, sunset) could not happen by chance • Allah has designed the world to appeal to humans <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • The world is full of ugly things (like volcanoes and earth quakes) which Allah would not have designed • The world is not designed it was created by the Big Bang • The world is designed by nature, (glaciers, rainfall etc), it is nothing to do with Allah <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

3 (a)				
What is euthanasia?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3 (a) AO1	<ul style="list-style-type: none"> • The painless killing of someone dying from a painful disease • An ill person being helped to die in a painless way <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • Helping someone to die • Examples such as assisted suicide; turning off of a life support machine • A gentle/easy death <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<ul style="list-style-type: none"> • Killing people <p>(0)</p>	2

3 (b)	Do you think natural disasters are the main cause of world poverty? Give two reasons for your point of view.	
Question Number	Answer	Mark
3 (b) AO2	<p>Indicative content</p> <p>Answers which think that natural disasters are the main cause of world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Natural disasters such as the Tsunami devastate the infrastructure of society • Famines can wipe out whole areas • Earthquakes can make areas uninhabitable <p>Answers which do not think that natural disasters are the main cause of world poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Debt is a bigger cause of world poverty • Natural disasters often trigger support from the rest of the world • War can take away people's livelihoods <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Natural disasters such as the Tsunami devastate the infrastructure of society) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg Natural disasters such as the Tsunami devastate the infrastructure of society. If people cannot work, they cannot earn money.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

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

3 (d)	“Only Allah has the right to take someone’s life.” In your answer you should refer to Islam.	
Question Number	Answer	Mark
3 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Allah created all humans so only he has the power to take away life • The Qur’an bans suicide • Euthanasia is cheating the test <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Allah gave humans free will so it is up to the individual • Quality of life is more important than quantity • Not everyone believes in Allah <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

4 (a)				
What is meant by akhirah ?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a) AO1	<ul style="list-style-type: none"> • Muslim beliefs about life after death • The afterlife • Heaven and Hell <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • One of the six main beliefs of Islam • Judgement Day <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

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

4 (c)	Explain how one Muslim agency is trying to end world poverty.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
4 (c) AO1	<p>There will be a variety of agencies used. For example, students who answer on Islamic Aid are likely to include:</p> <ul style="list-style-type: none"> • They work with local people to teach them skills • They develop programmes to empower women by educating them • They join other agencies to provide emergency relief • They lobby world governments to change policies which exacerbate poverty • They collect money through zakah and special appeals to redistribute fairly <p>Other approaches are possible and 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 explanations • 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 explanations • or a developed explanation <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief explanations • or a fully developed explanation • or two explanations with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief explanations • or two developed explanations • or three explanations with one developed • or a comprehensive explanation using <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

4 (d)	<p>“Life after death is impossible.” In your answer you should refer to Islam.</p>	
Question Number	Answer	Mark
4 (d) AO2	<p>Indicative content Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • There is no evidence to prove life after death • Some people would say that it is just an idea to comfort people • Religious ideas about life after death all conflict <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • The Qur’an teaches about life after death • Muhammad taught about life after death • Life makes no sense if there is no life after death <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

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

5 (b)	Do you think that sex outside marriage is acceptable? Give two reasons for your point of view.	
Question Number	Answer	Mark
5 (b) A02	<p>Indicative content</p> <p>Answers which agree that sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Sex before marriage allows partners to become closer • Sex before marriage is acceptable in UK society • Sex before marriage is a way of finding out if you are sexually compatible <p>Answers which do not agree that sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> • The Qur'an teaches against sex before marriage • Muhammad did not have sex outside marriage • It can lead to increased STIs <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Sex before marriage allows partners to become closer) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg Sex before marriage allows partners to become closer, this means that people will know whether they should get married or not) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

5 (c)	Explain why some Muslims accept homosexuality and some do not.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
5 (c) AO1	<p>Most Muslims do not accept homosexuality because:</p> <ul style="list-style-type: none"> • Homosexuality is condemned in the Qur'an • Homosexuality is against the law in most Islamic countries • Homosexuality is regarded as not natural • In the Qur'an, Allah made man and woman as partners • Homosexuals cannot procreate <p>Some Muslims accept homosexuality because:</p> <ul style="list-style-type: none"> • Homosexuality is accepted in society • They think that Allah is the only one who should judge • Homosexuality has been shown to occur naturally <p>An answer which does not refer to two attitudes can not go beyond level three.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by referring to two attitudes:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • one fully developed reason and one brief reason • or three reasons with one developed <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

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

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

6 (b)	Do you think all Muslims should accept divorce? Give two reasons for your point of view.	
Question Number	Answer	Mark
6 (b) AO2	<p>Indicative content</p> <p>Answers which think that all Muslims should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Divorce is allowed in Islam • Divorce is legal • Divorce might be the lesser of two evils <p>Answers which do not think that all Muslims should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Divorce is hated by Allah • Muslims follow the example of Muhammad who did not divorce • Divorce breaks up the family unit which is wrong <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Divorce might be the lesser of two evils) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. Divorce might be the lesser of two evils. Muslims do not want people to suffer so should accept divorce.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

6 (c)	Choose one issue from marriage and the family which has been presented in one form of the media, and explain whether the treatment was fair to religious people.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
6 (c) AO1	<p>Students will choose one issue from this section from one form of the media and give reasons as to whether it is fair, or unfair, to religious people. Some students may say an issue is fair in some respects and unfair in others. This must be marked according to the levels.</p> <p>Answers which do not clearly identify an issue from marriage and the family can not go beyond level 2.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

6 (d)	<p>“Contraception should be accepted by all Muslims.” In your answer you should refer to Islam.</p>	
Question Number	Answer	Mark
6 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Contraception is nothing to do with religion • Contraception allows a better standard of living • Some Muslims allow contraception, so why can't all? <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Some Muslims believe that artificial contraception is unnatural • Some Muslims think some contraceptive methods are the same as abortion • Some Muslims think that contraception interferes with Allah's plan 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> <p>Award marks as follows:</p> <p>Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

7 (a)				
What is meant by discrimination ?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
7 (a) A01	<ul style="list-style-type: none"> • Treating people less favourably because of their ethnicity/ gender/colour/ sexuality / age / class • Unfair treatment of a group or person based on prejudice • Treating one group of people less favourably than others • Putting prejudice into practice <p>Any alternative wording of the above points is acceptable.</p> <p>(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 of prejudice</p> <p>Answers which define a different key word</p> <p>(0)</p>	2

7 (b)	Do you think that women should have the same religious rights as men? Give two reasons for your point of view.	
Question Number	Answer	Mark
7 (b) AO2	<p>Indicative content</p> <p>Answers which think that that women should have the same religious rights as men are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women have equal rights in society • The Qur'an shows men and women were created equal • In early Islam, there were many women hadith scholars <p>Answers which do not think that that women should have the same religious rights as men are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women are different and should therefore have different rights • Traditionally men and women have had different religious rights • Women cannot lead men in prayers <p>Other approaches are possible and must be marked according to the levels. 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 Qur'an shows men and women were created equal) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. The Qur'an shows men and women were created equal so men and women should be allowed to be Imams.) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

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

7 (d)	“All Muslims should try to convert others to their religion.” In your answer you should refer to Islam.	
Question Number	Answer	Mark
7 (d) A02	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Muslims have a duty to spread their faith • Some Muslims are taught it is their duty to convert others • Some Muslims believe theirs is the only true religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • It could cause conflict to try and convert others • The Qur’an says there is no compulsion in religion • Faith is a personal matter <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to Islam in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	6

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

8 (b)	Do you think living in a multi-faith society causes problems for religious people? Give two reasons for your point of view.	
Question Number	Answer	Mark
8 (b) AO2	<p>Indicative content</p> <p>Answers which think that living in a multi-faith society causes problems for religious people are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Interfaith marriages can cause problems within religious families • People might feel confused by all the different faiths • People might try and convert you to their religion <p>Answers which do not think that living in multi-faith society causes problems for religious people are likely to use such reasons as:</p> <ul style="list-style-type: none"> • People can learn about other faiths • A multi-faith society provides opportunities for conversion • A multi-faith society allows religious freedom <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg People might try and convert you to their religion) 1 mark • two brief reasons • or one developed reason (eg People might try and convert you to their religion which could cause conflict) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

8 (c)	Explain why there are differences among Muslims in their attitudes to other religions.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
8 (c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> • All Muslims believe in religious freedom because it says in the Qur'an "there is no compulsion in religion" • Most Muslims believe that Islam is the best way to get to Heaven because Allah revealed the full and final truth to Muhammad • Some Muslims believe all religions are different paths to the same God as Allah created everyone • Some Muslims believe that Christians and Jews will go to Paradise as this is written in the Qur'an • Some Muslims believe polytheistic religions are guilty of shirk and will be excluded from Paradise <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG028612 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

