

# Mark Scheme (Results)

Summer 2012

GCSE Religious Studies (5RS06)  
Religion and life based on a study  
of Hinduism

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code UG032884

All the material in this publication is copyright

© Pearson Education Ltd 2012

## 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 6: Religion and life based on a study of Hinduism**

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

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

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>1 (c) AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• Prayers will only be answered if they are in accordance with a person's dharma</li> <li>• Prayers might conflict with another person's prayers</li> <li>• God answers prayers in an unexpected way</li> <li>• Belief in free will means that God can't answer some prayers</li> <li>• God will not answer prayers that do not benefit people</li> <li>• Unanswered prayers might cause a loss of faith</li> </ul> <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.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a way</li> <li>• not explaining but only describing the reference</li> </ul> <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>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <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>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <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>
<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief ways</li> <li>• or two developed ways</li> <li>• or two ways one of which is fully developed</li> <li>• or three ways with one developed</li> <li>• or a comprehensive explanation using one way only.</li> </ul> <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><b>1 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Evidence of religious experiences means people should believe in God</li> <li>• There are arguments for the existence of God (design/causation)</li> <li>• Hindus have a different emphasis on believing in God from the traditional Western view of atheism</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• There is no scientific proof for the existence of God</li> <li>• Evil and suffering suggest God does not exist</li> <li>• It is a person's choice whether they believe in God or not</li> </ul> <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><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul>	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>2 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>actions done by humans which cause suffering</li> <li>(Human) actions which are wrong</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>things which cause suffering/harm</li> <li>Things which are wrong</li> <li>Any example of moral evil</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>2 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that religious experiences prove that God exists, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• If someone has a personal experience of God they will believe in God</li> <li>• A numinous experience provides evidence of God</li> <li>• An answered prayer provides proof that God exists</li> </ul> <p>Answers which do not think that religious experiences prove that God exists, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• A religious experience can be made up (faked)</li> <li>• There are other things that prove that God exists</li> <li>• Some religious experiences have a natural explanation</li> </ul> <p>Answers which refer to religious events eg weddings should not be credited.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. If someone has a personal experience of God they will believe in God)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. If someone has a personal experience of God they will believe in God, for example a miracle)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>2 (c) AO1</b>	Possible responses include: <ul style="list-style-type: none"> <li>• Trying to explain how the world began may lead people to seek a first cause</li> <li>• Thinking about what is most important in life may lead people to think of God</li> <li>• For many people, it is unthinkable that life is pointless, so they find a meaning for life in worshipping God</li> <li>• For Hindus the quest for enlightenment leads to an understanding of Brahman</li> </ul> <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.
<b>Level 1</b>	1-2	Little understanding of the issue shown, typically by: <ul style="list-style-type: none"> <li>• giving a way</li> <li>• not explaining but only describing the reference</li> </ul> <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>
<b>Level 2</b>	3-4	Basic understanding of the issue is shown typically by: <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <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>
<b>Level 3</b>	5-6	A more developed understanding of the issue is shown typically by: <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <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>
<b>Level 4</b>	7-8	A clear understanding of the issue is shown typically by: <ul style="list-style-type: none"> <li>• using four brief ways</li> <li>• or two developed ways</li> <li>• or two ways one of which is fully developed</li> <li>• or three ways with one developed</li> <li>• or a comprehensive explanation using one way only.</li> </ul> <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><b>2 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If there was a solution there would be no evil in the world</li> <li>• Hindus believe that evil and suffering arise from a person's karma</li> <li>• Humans have no control over natural evil</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• People can provide solutions through activity like charity work</li> <li>• When governments work together, suffering can be alleviated</li> <li>• Religions teach that people should try to relieve suffering</li> </ul> <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><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul>	<p>6</p>

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

Question Number	Answer	Mark
<p><b>3 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></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"> <li>• Natural disasters such as the Tsunami devastate the infrastructure of society</li> <li>• Famines can wipe out whole areas</li> <li>• Earthquakes can make areas uninhabitable</li> </ul> <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"> <li>• Debt is a bigger cause of world poverty</li> <li>• Natural disasters often trigger support from the rest of the world</li> <li>• War can take away people's livelihoods</li> </ul> <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><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (eg Natural disasters such as the Tsunami devastate the infrastructure of society)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (eg Natural disasters such as the Tsunami devastate the infrastructure of society. If people cannot work, they cannot earn money.)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>3 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• There are different views on when life begins</li> <li>• There are different views on when how many weeks into the pregnancy and abortion should be allowed to take place</li> <li>• There are arguments about whether medical staff should have to carry out abortions.</li> <li>• There are arguments about who has the most rights, the women or the foetus.</li> </ul> <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>	
	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <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>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <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>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <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>
<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief reasons</li> <li>• or two developed reasons</li> <li>• or two reasons one of which is fully developed</li> <li>• or three reasons with one developed</li> <li>• or a comprehensive explanation using one reason only.</li> </ul> <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><b>3 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Hindus believe life is sacred, so euthanasia is murder</li> <li>• Euthanasia is the premature ending of a life which is against the law</li> <li>• No human should take another human's life</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Euthanasia is sometimes the lesser of two evils</li> <li>• Euthanasia is sometimes the most loving thing to do</li> <li>• If it is the person's choice it is not murder</li> </ul> <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><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul>	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>4 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• (the belief that) life is holy</li> <li>• (the belief that) life belongs to God</li> <li>• (the (Hindu) belief that) the soul is part of God</li> <li>• (the belief that) all living creatures have a soul/Atman</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• (the belief that) life is special</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Answers which define a different key word  (0)</p>	2

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

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>4 (c) AO1</b>	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• Hindu belief in rebirth encourages them to acquire good karma in this life</li> <li>• Some Hindus may be resigned to their lot in this life because the wheel of samsara turns very slowly</li> <li>• Because Hindus believe in moksha, they seek enlightenment</li> <li>• Hindu belief in the eternity of the soul means that they regard spiritual goals as much more important than material ones</li> </ul> <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
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a way</li> <li>• not explaining but only describing the reference</li> </ul> <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>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <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>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <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>
<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief way</li> <li>• or two developed ways</li> <li>• or two ways one of which is fully developed</li> <li>• or three ways with one developed</li> <li>• or a comprehensive explanation using one way only.</li> </ul> <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><b>4 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b> Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• It is the woman’s right to choose</li> <li>• It should be allowed as people make mistakes</li> <li>• It is better than having an unwanted child</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Abortion should not be allowed beyond 24 weeks</li> <li>• Abortion acquires bad karma according to many Hindus</li> <li>• Abortion can be seen as murder</li> </ul> <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><b>Award marks as follows:</b> Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul>	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>5 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• (Sexual) attraction to the same sex</li> <li>• Same sex attraction</li> <li>• Having sexual feelings towards people of the same sex</li> <li>• Being sexually attracted to members of the same gender</li> <li>• Being gay/lesbian</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• Sexual attraction</li> <li>• An example of a homosexual couple</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<ul style="list-style-type: none"> <li>• Derogatory or abusive language</li> </ul> <p>Answers which define a different key word (0)</p>	2

Question Number	Answer	Mark
<b>5 (b)</b> <b>AO2</b>	<p><b>Indicative content</b></p> <p>Answers which think that all religious people should accept the use of contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Contraception helps improve the standard of living of the whole family</li> <li>• Contraception is accepted by some religious people so why not by all</li> <li>• It allows religious people to concentrate on the unitive aspect of sexual intercourse</li> </ul> <p>Answers which do not think that all religious people should accept the use of contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• It is against some traditional Hindu teachings</li> <li>• It might encourage adultery/promiscuity</li> <li>• Hindus should use their own consciences</li> </ul> <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><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (eg It allows religious people to concentrate on the unitive aspect of sexual intercourse)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (eg It allows religious people to concentrate on the unitive aspect of sexual intercourse which allows partners to become closer which strengthens their marriage)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>5 (c) AO1</b>	<p>The main reasons include</p> <ul style="list-style-type: none"> <li>• It is better to divorce than live without love</li> <li>• Divorce might be the lesser of two evils</li> <li>• Divorce is legal</li> <li>• Divorce is acceptable, according to some Hindu teachings</li> <li>• Some Hindus allow divorce when one partner ceases to be a Hindu</li> <li>• Some Hindus allow divorce when there are no children from the union</li> </ul> <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>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <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>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <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>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <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>
<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by referring to two views:</p> <ul style="list-style-type: none"> <li>• using four brief reasons</li> <li>• or two developed reasons</li> <li>• or two reasons one of which is fully developed</li> <li>• or three reasons with one developed</li> <li>• or a comprehensive explanation using one reason only.</li> </ul> <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><b>5 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Marriage forms a stable background for having children</li> <li>• Marriage is a public statement that a family has been formed</li> <li>• Marriage marks the beginning of the grihastha stage of life</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Families only need love not marriage to be happy</li> <li>• Marriage is not needed for a family to be strong</li> <li>• There are lots of different types of families</li> </ul> <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><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul>	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>6 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• Where two sets of children (stepbrothers and stepsisters) become one family when their (divorced) parents marry each other</li> <li>• The joining of two adults by marriage who have had previous relationships and children from them</li> <li>• A family where there are children from previous relationships</li> <li>• A family containing step-siblings</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• A family where the children are not related</li> <li>• When divorced people marry</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (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><b>6 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that that having children is the main purpose of marriage are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• The family is where Hinduism is passed down</li> <li>• It is part of the Hindu dharma to have children</li> <li>• It is an expectation of the householder stage of life</li> </ul> <p>Answers which do not think that having children is the main purpose of marriage are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Love is more important</li> <li>• Not everyone can have children</li> <li>• Marriage gives a couple legal rights</li> </ul> <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><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (eg The family is where Hinduism is passed down)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. The family is where Hinduism is passed down. Marriage is required for the couple to have a family).</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>6 (c) AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• They teach children to speak in traditional languages</li> <li>• They support the transmission of Hindu culture</li> <li>• They help to familiarise children with festivals and celebrations</li> <li>• They provide services of care and support to families</li> <li>• The pujari may help during the brahmacharya stage of life</li> </ul> <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.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a way</li> <li>• not explaining but only describing the reference</li> </ul> <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>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <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>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <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>
<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief ways</li> <li>• or two developed ways</li> <li>• or two ways one of which is fully developed</li> <li>• or three ways with one developed</li> <li>• or a comprehensive explanation using one way only.</li> </ul> <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><b>6 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• It is respectful to accept a person's sexual orientation</li> <li>• Homosexuality is nothing to do with religion</li> <li>• Some people allow homosexuality, so why can't all?</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Homosexuality is condemned in some traditional Hindu literature</li> <li>• Many swamis teach that homosexuality is wrong</li> <li>• Homosexuals cannot marry and sex outside marriage is wrong</li> </ul> <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><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul>	<p>6</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>7 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• A common vision and shared sense of belonging for all groups in a society</li> <li>• The aspect of bonding and togetherness exhibited by a community</li> <li>• A society where different groups of people get on well with each other</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• When different faiths live together in harmony</li> <li>• When people of different races get on well in society</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	<p>2</p>

Question Number	Answer	Mark
<b>7 (b)</b> <b>AO2</b>	<p><b>Indicative content</b></p> <p>Answers which think that living in a multi-ethnic society helps to reduce racism are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• A multi-ethnic society give people the opportunity to become educated about different cultures</li> <li>• Mixing with people of other races means people are more likely to understand each other</li> <li>• Children raised in a multi ethnic society will not be aware of racial differences</li> </ul> <p>Answers which do not think that living in a multi-ethnic society helps to reduce racism are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Different races have different cultures which can cause friction</li> <li>• Different ethnic groups have different expectations which can be difficult to live with and can lead to racism</li> <li>• The UK is multi-ethnic and there is still racism</li> </ul> <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><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. Different races have different cultures which can cause friction.)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. Different races have different cultures which can cause friction, for example, there have been race riots.)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>7 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Some Hindus believe that as society has changed, the Hindu community must also change</li> <li>• Some Hindu religious practices show that men and women are equally capable of performing religious duties</li> <li>• Hindu teaching about shakti shows that the female principle is important in religion</li> <li>• Treating men and women differently shows that a person has not understood the equality of all living souls</li> <li>• Some Hindus believe that to treat men and women differently in religion is discrimination and is wrong</li> </ul> <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.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <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>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <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>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or two reasons with one developed.</li> <li>• or a fully developed reason</li> </ul> <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>
<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by referring to two views:</p> <ul style="list-style-type: none"> <li>• using four brief reasons</li> <li>• or two developed reasons</li> <li>• or two reasons one of which is fully developed</li> <li>• or three reasons with one developed</li> <li>• or a comprehensive explanation using one reason only.</li> </ul> <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><b>7 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• It could reduce conflict</li> <li>• The partners' love for each other is more important than faith</li> <li>• Faith can be enriched by discussing differences with each other</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Hindus are taught it is their duty to bring up children as good Hindus, this is easier in a single faith marriage</li> <li>• It might cause conflict within families</li> <li>• Different beliefs might result in confusion for the children</li> </ul> <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><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Hinduism <b>in</b> either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul>	<p>6</p>

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

Question Number	Answer	Mark
<b>8 (b)</b> <b>AO2</b>	<p><b>Indicative content</b></p> <p>Answers which think attitudes to the roles that men and women have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Women are encouraged to have careers</li> <li>• It is more acceptable for men to be house husbands</li> <li>• Men are no longer seen as the sole provider</li> </ul> <p>Answers which do not think attitudes to the roles that men and women have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Women are still expected to perform traditionally 'female' jobs</li> <li>• Women are still expected to be the main childcarer in families</li> <li>• Some Hindus still believe that men have a unique role in religion</li> </ul> <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><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (eg Women are encouraged to have careers) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (eg Women are encouraged to have careers, so that they can be financially independent.) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>8 (c) AO1</b>	<p>Possible examples include:</p> <ul style="list-style-type: none"> <li>television programme might discuss an issue such as community cohesion</li> <li>film might show the issue of racism by portraying how a community might not work together</li> <li>a radio programme that shows religious characters working for community cohesion might show that communities can work together</li> <li>the national press might show community unrest and make a person think that community cohesion is not possible</li> </ul> <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. Only one form of the media eg film can be credited in this question. Only one issue can be credited in this question.</p> <p>An answer which does not refer to identifiable examples of how the issue is presented cannot go beyond level 2. Multiple examples can come from the same source.</p>	
Level	Mark	Descriptor
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>giving a way</li> <li>not explaining but only describing the reference</li> </ul> <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>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>using two brief ways</li> <li>or a developed way</li> </ul> <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>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>using three brief ways</li> <li>or a fully developed way</li> <li>or two ways with one developed.</li> </ul> <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>
<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>using four brief way</li> <li>or two developed ways</li> <li>or two ways one of which is fully developed</li> <li>or three ways with one developed</li> <li>or a comprehensive explanation using one way only.</li> </ul> <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><b>8 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Children will see lots of faiths and might become confused</li> <li>• Children might think that their family's faith is not as exciting as someone else's</li> <li>• Parents might be from different faiths and this will make deciding how to bring up a child difficult</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Raising children is done in the home and not affected by society</li> <li>• A multi-faith society provides opportunities for discussion about faith which helps raise children</li> <li>• Most Hindus teach all religions are equal ways to God</li> </ul> <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><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two reasons with one developed</li> <li>• or a fully developed reason</li> </ul>	<p>6</p>

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](mailto:publication.orders@edexcel.com)

Order Code UG032884 Summer 2012

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

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

