

Mark Scheme (Results)

Summer 2013

GCSE Religious Studies (5RS08/01)

Unit 8: Religion and Society  
Based on a Study of  
Christianity and at Least One  
Other Religion

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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

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

## **Spelling, Punctuation and Grammar (SPaG) Marking Guidance**

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

## Unit 8

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>1 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• The holy book of Christianity</li> <li>• The word of God</li> <li>• The Old Testament and the New Testament</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• A religious book</li> <li>• The story of Jesus' life</li> <li>• The Old Testament</li> <li>• The New Testament</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(1)</b></p>	<p>Answers which define a different keyword</p> <p><b>(0)</b></p>	<p><b>2</b></p>

Question Number	Answer	Mark
<p><b>1 (b)</b></p> <p><b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think people should be forced to vote are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• political decisions effect everyone</li> <li>• it would mean more people had their views counted</li> <li>• it would make everybody think about the important decisions</li> </ul> <p>Answers which think people should not be forced to vote are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is a matter of free will to decide to vote</li> <li>• people feel unrepresented by the current parties</li> <li>• people are disillusioned with the political system</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. political decisions affect everyone.)</li> </ul> <p><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. political decisions affect everyone so everyone should have to decide how you want the country to be governed.)</li> </ul> <p><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><b>3 marks</b></p> <p>For a personal response with: two developed reasons</p> <p><b>4 marks</b></p>	<p><b>4</b></p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
1 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• It allows them to follow the Golden Rule</li> <li>• The example of Jesus healing the sick</li> <li>• Using embryos is not murder</li> <li>• It could improve world food supply</li> <li>• It can produce drugs safely</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.
Level 1	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>
Level 2	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 with one 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>1 (d)</b></p> <p><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>• The Church is Christ's body on earth</li> <li>• The Church is Jesus' voice on earth</li> <li>• The Church is entrusted to interpret the scriptures</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Their conscience may tell them to act against Church rules</li> <li>• The Church may be acting against the word of God</li> <li>• Situation Ethics may encourage Christians to act outside the authority of the Church</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 Christianity 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 developed reasons</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 developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p><b>6</b></p>

Question 1 (a, b, c,d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with <b>reasonable accuracy</b> in the context of the demands of the question.  Any errors <b>do not hinder meaning</b> in the response.  Where required, they use a <b>limited range of specialist terms</b> appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with <b>considerable accuracy</b> and <b>general control of meaning</b> in the context of the demands of the question.  Where required, they use a <b>good range of specialist terms <u>with facility</u></b> .
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with <b>consistent accuracy</b> and <b>effective control of meaning</b> in the context of the demands of the question.  Where required, they use a <b>wide range of specialist terms <u>adeptly</u> and <u>with precision</u></b> .

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>2 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• (The idea that Christians should base moral decisions on what is) the most loving thing to do</li> <li>• Following the teaching of Jesus to do the most loving thing</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• Doing the right thing</li> <li>• Doing the best thing</li> <li>• An example of Situation Ethics</li> </ul> <p><b>(1)</b></p>	<p>Answers which define a different keyword.</p> <p><b>(0)</b></p>	<p><b>2</b></p>

Question Number	Answer	Mark
<p><b>2 (b)</b></p> <p><b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think the conscience comes from God are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• God created humans so created their conscience</li> <li>• It guides people to do the right thing</li> <li>• It is the voice of God</li> </ul> <p>Answers which think the conscience does not come from God are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• The conscience can be wrong</li> <li>• Moral values are learnt in childhood</li> <li>• People who do not believe in God still have a conscience</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. The conscience can be wrong.)</li> </ul> <p><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 conscience can be wrong, for example the Yorkshire Ripper claimed his conscience told him to kill prostitutes.)</li> </ul> <p><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><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><b>4 marks</b></p>	<p><b>4</b></p>

Question Number	<b>Indicative content</b> <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>2 (c)</b> <b>AO1</b>	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• it is the word of God</li> <li>• it contains moral rules</li> <li>• it contains the example of Jesus</li> <li>• the Bible never changes</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</p>

		<p>which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<p><b>Level 3</b></p>	<p>5-6</p>	<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>
<p><b>Level 4</b></p>	<p>7-8</p>	<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 with one 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.</p> <p>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></p> <p><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>• The Parable of the Sheep and the Goats</li> <li>• “Love thy neighbour”</li> <li>• Following the Golden Rule</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The right to freedom of expression may break the Commandment, “Do not take the name of God in vain”.</li> <li>• They may contradict Christian teachings</li> <li>• Supporting human rights is not a religious duty</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 Christianity 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 developed reasons</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 developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p><b>6</b></p>

Question 2 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with <b>reasonable accuracy</b> in the context of the demands of the question.  Any errors <b>do not hinder meaning</b> in the response.  Where required, they use a <b>limited range of specialist terms</b> appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with <b>considerable accuracy</b> and <b>general control of meaning</b> in the context of the demands of the question.  Where required, they use a <b>good range of specialist terms <u>with facility</u></b> .
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with <b>consistent accuracy</b> and <b>effective control of meaning</b> in the context of the demands of the question.

			<p>Where required, they use a <b>wide range of specialist terms</b> <u>adeptly</u> and <u>with precision</u>.</p>
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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>3 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• protecting and preserving natural resources and the environment</li> <li>• preserving the environment</li> <li>• protecting natural resources</li> <li>• looking after the planet</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• an example of conservation (e.g. looking after endangered species)</li> <li>• stewardship</li> <li>• conserving the planet</li> <li>• looking after something</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(1)</b></p>	<p>Answers which define a different keyword</p> <p><b>(0)</b></p>	<p><b>2</b></p>

Question Number	Answer	Mark
<p><b>3 (b)</b></p> <p><b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think transplant surgery is a good idea are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• It heals people</li> <li>• It brings life out of death</li> <li>• 'Love thy neighbour'</li> </ul> <p>Answers which think transplant surgery is not a good idea are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Developing new drugs for cancer would help more people</li> <li>• It gives people false hope</li> <li>• Encourages trade in organs</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. It heals people.)</li> </ul> <p><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. It heals people as Jesus did.)</li> </ul> <p><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><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><b>4 marks</b></p>	<p><b>4</b></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)</b> <b>AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• contributing to global warming</li> <li>• farming practices leading to eutrophication</li> <li>• by contributing to landfill</li> <li>• burning coal leading to acid rain</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 skill 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>

<p><b>Level 3</b></p>	<p>5-6</p>	<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>
<p><b>Level 4</b></p>	<p>7-8</p>	<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 with one 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>3 (d)</b></p> <p><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>• reproducing is a basic human drive</li> <li>• Some religions do not encourage adoption</li> <li>• Infertility can cause depression</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Children are a privilege rather than a right</li> <li>• Some religions believe that it should only be available to married people</li> <li>• Some people would make unsuitable parents</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 at least one religion 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 developed reasons</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 developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p><b>6</b></p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>4 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• The surroundings in which plants and animals live and on which they depend to live</li> <li>• The surroundings we depend on</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• An aspect of the environment (e.g climate, world, plants and animals, and living organisms)</li> <li>• Where we live/where we are</li> <li>• What we depend on</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(1)</b></p>	<p>Answers which define a different keyword</p> <p><b>(0)</b></p>	<p><b>2</b></p>

Question Number	Answer	Mark
<p><b>4 (b)</b></p> <p><b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that humans are the stewards of the planet are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• It is a command from God</li> <li>• Only humans can take on the responsibility</li> <li>• Everyone has a responsibility to care for where they live</li> </ul> <p>Answers which think that humans are not the stewards of the planet are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Humans cannot be responsible for the whole planet</li> <li>• It is more important to look after your family</li> <li>• The planet is self-regulating</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. it is a command from God.)</li> </ul> <p><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. it is a command from God. God instructed Adam to look after the earth.)</li> </ul> <p><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><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><b>4 marks</b></p>	<p><b>4</b></p>

Question Number	<b>Indicative content</b> <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>
<b>4 (c)</b>  <b>AO1</b>	<p><b>Islam</b></p> <p>The main reasons why some Muslims agree with AIH and IVF fertility treatments include:</p> <ul style="list-style-type: none"> <li>• It is using technology given by God to help produce a Muslim family</li> <li>• The sperm and egg are from the parents so it is their biological child</li> <li>• Discarding embryos before ensoulment is not murder</li> <li>• Muslims should strive to cure diseases and infertility is a disease</li> </ul> <p><b>Buddhism</b></p> <p>The main reasons why some Buddhists agree with fertility treatment include:</p> <ul style="list-style-type: none"> <li>• Family life is very important to Buddhists</li> <li>• Infertility treatments help people live noble and happy lives</li> <li>• It helps to relieve suffering</li> <li>• Donating sperm, eggs or an embryo can be seen as an act of loving kindness (metta)</li> </ul> <p><b>Hinduism</b></p> <p>The main reasons why some Hindus accept fertility treatment include:</p> <ul style="list-style-type: none"> <li>• It helps to fulfil the householder stage of life</li> <li>• The child could be the biological offspring of its mother and father</li> <li>• The Laws of Manu encourage infertile couples to adopt from a relative; this means that if infertility treatments had been available when the laws were written, they would have been approved</li> <li>• The discarded embryos are not fetuses as the Atman has not been transferred to them</li> </ul> <p><b>Judaism</b></p> <p>The main reasons why some Jewish people accept fertility treatment include:</p> <p>IVF and AIH are accepted by some Jewish people because:</p> <ul style="list-style-type: none"> <li>• Having children is extremely important in the Jewish faith and for the preservation of Judaism</li> <li>• They feel that God intends humans to use the benefits of technology as long as it is within the mitzvot</li> <li>• Discarded embryos are not regarded as fetuses</li> <li>• The child will be Jewish if the egg is donated by a Jewish woman</li> </ul>

	<p><b>Sikhism</b></p> <p>The main reasons why some Sikhs accept fertility treatment include:</p> <ul style="list-style-type: none"> <li>• It is good to use technology to provide couples with the joy of children.</li> <li>• The egg and sperm in AIH and IVF are from the husband and wife and so the baby will be the biological offspring of its mother and father</li> <li>• The discarded embryos are not fetuses as no soul has been transferred to them</li> <li>• The intention is to cure disease which Sikhs encourage</li> <li>• The Guru's had large 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>	
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 teaching.</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>

<p><b>Level 3</b></p>	<p>5-6</p>	<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 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>
<p><b>Level 4</b></p>	<p>7-8</p>	<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 with one 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>4 (d)</b></p> <p><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>• We need to use oil for energy</li> <li>• Manufacturing goods is very resource dependent</li> <li>• It isn't fair if developing countries aren't allowed to progress</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Christianity teaches the importance of stewardship</li> <li>• The use of fossil fuels contributes to global warming</li> <li>• There are alternative sources of energy (e.g. nuclear)</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 at least one religion 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 developed reasons</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 developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p><b>6</b></p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>5 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• The ending of war throughout the whole world</li> <li>• No wars (anywhere)</li> <li>• No conflict in the world</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• The basic aim of the United Nations</li> <li>• Everybody getting along</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(1)</b></p>	<p>Answers which define a different keyword</p> <p><b>(0)</b></p>	<p><b>2</b></p>

Question Number	Answer	Mark
<p><b>5 (b)</b></p> <p><b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think religious people do enough to stop bullying are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Churches work to stop bullying.</li> <li>• Many religious people volunteer at organisations such as Kidscape</li> <li>• Religious people intervene to prevent bullying.</li> </ul> <p>Answers which think religious people do not do enough to stop bullying are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• There is still bullying so they cannot be doing enough</li> <li>• They have limited impact in a secular society</li> <li>• Bullying happens in places where religion has no influence.</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. They have limited impact in a secular society.)</li> </ul> <p><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. They have limited impact in a secular society because there are fewer and fewer religious people to have any influence.)</li> </ul> <p><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><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><b>4 marks</b></p>	<p><b>4</b></p>

Question Number	Indicative content	
<b>5 (c)</b>  <b>AO1</b>	<p><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b></p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• The 10 Commandments ban killing</li> <li>• Jesus told Christians they should love their enemies</li> <li>• Jesus stopped Peter using violence at his arrest</li> <li>• War causes suffering to innocent people</li> <li>• No war can be a just war</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	Level
	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 skill 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>

<p><b>Level 3</b></p>	<p>5-6</p>	<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>
<p><b>Level 4</b></p>	<p>7-8</p>	<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 with one 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.</p> <p>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></p> <p><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 a conflict is over a religious issue there should be no forgiveness</li> <li>• Some crimes are too awful to forgive</li> <li>• A specific example of a heinous crime</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Forgiveness allows people to move on</li> <li>• If you do not forgive people how can you ask God to forgive you?</li> <li>• "Forgive your brother seventy times seven" (accept 77 times).</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 at least one religion 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 developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree</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 developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p><b>6</b></p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>6 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• Stopping blaming someone for what they have done wrong</li> <li>• Pardoning someone for what they have done wrong</li> <li>• When God takes your sins away</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• Getting back to a normal relationship</li> <li>• An example of forgiveness</li> <li>• Saying sorry</li> <li>• Accepting someone's apology</li> <li>• Reconciliation</li> <li>• Forgiving someone</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(1)</b></p>	<p>Answers which define a different keyword</p> <p><b>(0)</b></p>	<p><b>2</b></p>

Question Number	Answer	Mark
<p><b>6 (b)</b></p> <p><b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think religion causes conflict in families are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Children may rebel against the religious rules of the family</li> <li>• Jesus said, “unless you leave your mother and father you cannot be my disciple”</li> <li>• Parents may be disappointed by their children’s lifestyle choices</li> </ul> <p>Answers which think religion does not cause conflict in families are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• The Ten Commandments teach that children should honour their parents</li> <li>• Jesus commanded people to love one another</li> <li>• Religious families have a shared interest so are less likely to come into conflict</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. Children may rebel against the religious rules of the family.)</li> </ul> <p><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. Children may rebel against the religious rules of the family. If a Muslim boy was drinking alcohol it could cause conflict.)</li> </ul> <p><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><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><b>4 marks</b></p>	<p><b>4</b></p>

Question Number	<b>Indicative content</b> <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>6 (c)</b> <b>AO1</b>	<p>The main features includes:</p> <ul style="list-style-type: none"> <li>• Organising peace talks between opposing sides</li> <li>• Applying economic sanctions</li> <li>• Sending in peacekeeping forces</li> <li>• Direct military action</li> <li>• Ensuring justice through War Crimes Tribunal.</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</p>

		<p>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>
<p><b>Level 3</b></p>	<p>5-6</p>	<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>
<p><b>Level 4</b></p>	<p>7-8</p>	<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 with one 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></p> <p><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>• A religious teaching on the importance of peace</li> <li>• They would have a shared vision and the same views</li> <li>• Religious teaching on sharing goods and resources</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• People would still come into conflict over scarce resources</li> <li>• There will still be conflict over land</li> <li>• Within existing world religions there are already divisions</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 at least one religion 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 developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree</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 developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p><b>6</b></p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>7 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• The death penalty (for a crime or offence)</li> <li>• Legally killing criminals</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• An example of capital punishment e.g. hanging people</li> <li>• A method of protecting society</li> <li>• Killing people (for doing wrong)</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(1)</b></p>	<p>Answers which define a different keyword</p> <p><b>(0)</b></p>	<p><b>2</b></p>

Question Number	Answer	Mark
<p><b>7 (b)</b></p> <p><b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think it is important to reform criminals are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Jesus came to reform sinners</li> <li>• It will stop reoffending</li> <li>• Reformed criminals can contribute positively to society</li> </ul> <p>Answers which think it is not important to reform criminals are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Criminals need to be punished to see they have done wrong</li> <li>• Reform is unreliable</li> <li>• It is expensive to reform prisoners</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. It will stop reoffending.)</li> </ul> <p><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. It will stop reoffending which will reduce the crime rate.)</li> </ul> <p><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><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><b>4 marks</b></p>	<p><b>4</b></p>

Question Number	Indicative content	
<b>7 (c)</b> <b>AO1</b>	<p>The quality of written communication will be assessed in this answer (strands i, ii and iii)</p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Jesus turned water into wine.</li> <li>• Alcohol is used to represent the blood of Jesus.</li> <li>• St Paul told Timothy to drink a little wine for his stomach</li> <li>• It is legal</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 reason</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 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 skill 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 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 with one 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></p> <p><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>• The law teaches people how to behave in society</li> <li>• If everyone breaks the law society would be in chaos</li> <li>• The law upholds some religious rules</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus was prepared to break the law in order to do good</li> <li>• The law may be unjust</li> <li>• Breaking the law may be the lesser of two evils</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 at least one religion 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 developed reasons</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 developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p><b>6</b></p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>8(a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• The idea that punishments should try to change criminals so they will not commit crimes again</li> <li>• Making criminals into better people</li> <li>• To change something in order to improve it</li> <li>• Teaching criminals that what they did was wrong and what the right thing to do is</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• A type of punishment</li> <li>• Changing people</li> <li>• Social change</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>(1)</b></p>	<p>Answers which define a different keyword</p> <p><b>(0)</b></p>	<p><b>2</b></p>

Question Number	Answer	Mark
<p><b>8 (b)</b></p> <p><b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think drug use is a problem in society are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Health risks</li> <li>• Increasing crime rate</li> <li>• Drugs impair the mind leading them away from God</li> </ul> <p>Answers which think drug use is not a problem in society are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Many drugs are legal</li> <li>• Many drug users are responsible</li> <li>• It is the person who causes the problem not the drug</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. It will increase the crime rate.)</li> </ul> <p><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. It will increase the crime rate as users steal to fund their habit.)</li> </ul> <p><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><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><b>4 marks</b></p>	<p><b>4</b></p>

Question Number	<b>Indicative content</b> <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>8 (c)</b> <b>AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• They teach people how to behave appropriately</li> <li>• They keep order in society</li> <li>• They make sure inappropriate behaviour is punished</li> <li>• They protect the weak and innocent</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 reason.</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</p>

		writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
<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 each</li> <li>• or two developed reasons</li> <li>• or two reasons with one 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>8 (d)</b></p> <p><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>• The 10 Commandments ban killing</li> <li>• Jesus came to reform sinners and you cannot reform a dead person</li> <li>• The risk of putting to death an innocent person</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The Qur'an and the Old Testament both allow capital punishment</li> <li>• It acts as a deterrent</li> <li>• "An eye for an eye"</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 at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d). (i)</p> <p>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 developed reasons</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 developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p><b>6</b></p>

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