

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE Religious Studies 5RS08

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## General Marking Guidance

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

*i) Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) Select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) Organise information clearly and coherently, using specialist vocabulary when appropriate.*

**Unit 8: Religion and Society Based on a Study of Christianity and at least one other religion**

| <b>1 (a)</b>                      |   |  |   |             |
|-----------------------------------|---|--|---|-------------|
| <b>What does conscience mean?</b> |   |  |   |             |
| <b>Question Number</b>            | <b>Correct Answer</b>   | <b>Partially Correct Answer</b>  | <b>Reject</b>   | <b>Mark</b> |
| <b>1 (a)<br/>AO1</b>              | <ul style="list-style-type: none"> <li>• an inner feeling of the rightness or wrongness of an action</li> <li>• the voice (of God) inside your head telling a person what is right or wrong</li> </ul> <p><b>Any alternative wording of the above points is acceptable.<br/>(2)</b></p> | <ul style="list-style-type: none"> <li>• knowing the right thing to do</li> <li>• feeling guilty</li> <li>• feeling right</li> <li>• The voice (of God) inside your head</li> </ul> <p><b>Any alternative wording of the above points is acceptable.<br/>(1)</b></p> | <p>Answers which define a different keyword</p> <p style="text-align: center;"><b>(0)</b></p> | <b>2</b>    |

|                 |   |      |
|-----------------|---|------|
| 1 (b)           | Should humans be cloned?<br>Give <b>two</b> reasons for your point of view.   |      |
| Question Number | Answer  | Mark |
| 1 (b)<br>AO2    | <p><b>Indicative content</b></p> <p>Answers which think humans should be cloned are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it would provide organs for transplant</li> <li>• it would provide a "safety net" against accidents</li> <li>• it could preserve talented scientists and musicians</li> </ul> <p>Answers which do not think humans should be cloned are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is playing God</li> <li>• it removes variation from the population</li> <li>• it causes ethical problems concerning the rights of clones</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 would provide a source of organs for transplant.) <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 (e.g. it would provide a source of organs for transplant and that could save many lives.) <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> | 4    |

|                 |  |
|-----------------|--|
| 1 (c)           | Explain why some Christians use Situation Ethics to make moral decisions and some do not.  |
| Question Number | <b>Indicative content</b><br>The quality of written communication will be assessed in this answer (strands i, ii and iii)  |
| 1 (c)<br>AO1    | <p>The main reasons include:</p> <p>Some Christians use Situation ethics because:</p> <ul style="list-style-type: none"> <li>• it allows them to follow the Golden Rule</li> <li>• it introduces flexibility and allows the reaction to be appropriate to the situation</li> <li>• it allows them to adapt biblical morals for a changing society</li> </ul> <p>Some Christians do not use Situation ethics because:</p> <ul style="list-style-type: none"> <li>• Church leaders have more wisdom so they follow the teachings of the Church</li> <li>• the Bible has absolute authority as the word of God</li> <li>• the most loving thing to do may cause them to act against their 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> |

| Level   | Mark | Descriptor  |
|---------|------|---|
|         | 0    | No rewardable material. Answers which only describe one attitude.   |
| 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 for one attitude</li> <li>• not explaining but only describing two attitudes.</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 for one attitude</li> <li>• or a developed reason for one attitude</li> <li>• or a brief reason for each of two attitudes.</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>   |
| Level 3 | 5-6  | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons for one attitude, and a brief reason for another attitude</li> <li>• using a developed reason for one attitude, and a brief reason for another attitude.</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>  |
| Level 4 | 7-8  | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons for each of two attitudes</li> <li>• using a developed reason for each of two attitudes</li> <li>• using two brief reasons for one attitude and one developed reason for another attitude</li> <li>• using three brief reasons for one attitude and a brief reason for another attitude</li> <li>• using a fully developed reason for one attitude and a brief reason for another attitude</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> |

| 1 (d)           | "The Bible is not relevant today."<br>In your answer you should refer to Christianity.   |      |
|-----------------|--|------|
| Question Number | Answer   | Mark |
| 1 (d)<br>AO2    | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it was written a long time ago and does not deal with modern problems</li> <li>• it contains rules that would be impossible to enforce today</li> <li>• there are many atheists and agnostics for whom it holds no meaning</li> <li>• people of other religions would find their own Holy Books more relevant</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it contains universal laws</li> <li>• the moral teachings of Jesus are a good example to follow</li> <li>• the laws of the land are based on Christianity</li> <li>• 80% of the population claim to be Christian</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<br/> <b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> <p>(ii) Why some people may disagree with their opinion<br/> <b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> | 6    |

| 2 (a)                             |   |  |  |      |
|-----------------------------------|---|--|--|------|
| What is a <b>pressure group</b> ? |   |  |  |      |
| Question Number                   | Correct Answer  | Partially Correct Answer   | Reject   | Mark |
| 2 (a)<br>AO1                      | <ul style="list-style-type: none"> <li>a group formed to influence government policy on a particular issue</li> <li>people who try to change the government's mind</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(2)</p> | <ul style="list-style-type: none"> <li>people who put pressure on the government</li> <li>an example of a pressure group</li> <li>people who work together campaigning for change</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(1)</p> | <p>Answers which define a different keyword</p> <p>(0)</p> | 2    |

| 2 (b)           | Do you think we should always treat everyone as we would like to be treated?<br>Give <b>two</b> reasons for your point of view.  |          |
|-----------------|--|----------|
| Question Number | Answer   | Mark     |
| 2 (b)<br>AO2    | <p><b>Indicative content</b></p> <p>Answers which think we should treat always everyone as we would like to be treated are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is Jesus' Golden Rule</li> <li>• it would mean we were always showing love to our neighbours</li> <li>• we would be a good example encouraging others to treat people well</li> </ul> <p>Answers which do not think we should always treat everyone as we would like to be treated are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• some people do dreadful things and do not deserve to be treated well</li> <li>• it may have unintended consequences and do more harm than good</li> <li>• it might lead to going against the Bible or our 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. it is Jesus' Golden Rule). <span style="float: right;"><b>1 mark</b></span></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 (e.g. it is Jesus' Golden Rule so we should follow his example). <span style="float: right;"><b>2 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <span style="float: right;"><b>3 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <span style="float: right;"><b>4 marks</b></span></li> </ul> | <b>4</b> |

|                 |   |   |
|-----------------|---|---|
| 2 (c)           | Explain why it is important to vote in elections.   |   |
| Question Number | <b>Indicative content</b><br>The quality of written communication will be assessed in this answer (strands i, ii and iii)   |   |
| 2 (c)<br>AO1    | <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it allows all sections of the community to feel included</li> <li>• it enables people to influence government decisions</li> <li>• it gives people the right to complain if government does not keep its promises</li> <li>• it helps to avoid extremist politics and rule by the minority</li> <li>• it is a basic human right</li> <li>• to support people/parties who uphold religious principles</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 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>  |
| 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>   |
| Level 3         | 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>   |
| Level 4         | 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> |

| 2 (d)           | "Christians should support genetic engineering."<br>In your answer you should refer to Christianity.  |      |
|-----------------|---|------|
| Question Number | Answer  | Mark |
| 2 (d)<br>AO2    | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus taught Christians to relieve suffering</li> <li>• genetic engineering could lead to cures for genetic diseases</li> <li>• it could improve crop yields and/or quality</li> <li>• creating cells is different from creating life so it is not playing the role of God</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• if it uses embryos for research this can be seen as the same as abortion</li> <li>• it is playing God by creating life</li> <li>• once the genetic make-up of an organism is changed it cannot be undone</li> <li>• the long-term consequences are unknown</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 for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> | 6    |

| 3 (a) What is meant by the creation? |   |  |  |      |
|--------------------------------------|---|--|--|------|
| Question Number                      | Correct Answer  | Partially Correct Answer   | Reject   | Mark |
| 3 (a)<br>AO1                         | <ul style="list-style-type: none"> <li>• the act of creating the universe</li> <li>• the universe that has been created</li> <li>• the story (of creation) in any religion</li> <li>• God making the world</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(2)</p> | <ul style="list-style-type: none"> <li>• making something (other than the universe)</li> <li>• Genesis</li> <li>• Creating a new life</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(1)</p> | <p>Answers which define a different keyword</p> <p>(0)</p> | 2    |

| 3 (b)           | Do you think you should be able to sell your organs for transplant?<br>Give <b>two</b> reasons for your point of view.  |          |
|-----------------|---|----------|
| Question Number | Answer  | Mark     |
| 3 (b)<br>AO2    | <p><b>Indicative content</b></p> <p>Answers which think you should be able to sell your organs for transplant are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Selling organs would provide more organs for transplant</li> <li>• they belong to you, so it is your right to do anything you want with them</li> <li>• you don't need all your organs to stay alive e.g. a kidney, so you could sell one</li> </ul> <p>Answers which think you should not be able to sell your organs for transplant are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it would put pressure on poor people to do it for the money</li> <li>• it would make it easier for rich people to get organs they need</li> <li>• Muslims need their organs for the resurrection</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. Selling organs would provide more organs for transplant). <span style="float: right;"><b>1 mark</b></span></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 ( e.g. Selling organs would provide more organs for transplant. If I sold a kidney it could save a life). <span style="float: right;"><b>2 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <span style="float: right;"><b>3 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <span style="float: right;"><b>4 marks</b></span></li> </ul> | <b>4</b> |

|                 |   |
|-----------------|---|
| 3 (c)           | Choose <b>one religion other than Christianity</b> and explain why its followers should look after the environment.   |
| Question Number | <b>Indicative content</b><br>The quality of written communication will be assessed in this answer (strands i, ii and iii)   |
| 3 (c)<br>AO1    | <p><b>Islam</b><br/>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the world was created by Allah</li> <li>• Allah has appointed Muslims as his Khalifahs (stewards)</li> <li>• Muslims are given responsibility for using the worlds resources fairly</li> <li>• Muslims have to maintain the balance/unity of creation (Tawhid)</li> <li>• Muslims will be judged on how they look after the environment</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>Buddhism</b><br/>The main Buddhist reasons include:</p> <ul style="list-style-type: none"> <li>• not to take the life of anything living</li> <li>• suffering is caused by craving so reducing our wants reduces our suffering</li> <li>• Buddhists must consider the effects of their actions on the environment</li> <li>• Wisdom should be developed with compassion which includes sharing</li> <li>• All things are mutually interdependent so by harming the environment you harm yourself</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>Hinduism</b><br/>The main Hindu reasons include:</p> <ul style="list-style-type: none"> <li>• Hindus should respect the order of nature so they should conserve resources</li> <li>• Teachings on ahimsa (non-violence) mean many Hindus must respect all living things</li> <li>• The forest dweller ashrama means Hindus can find God in the forest so forests should be preserved</li> <li>• The respect for life means Hindus must protect the environment whilst using its resources to benefit humans</li> <li>• Harming the environment leads to bad Karma (sense of stewardship)</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>Judaism</b><br/>The main Jewish reasons include:</p> <ul style="list-style-type: none"> <li>• the world was created by God</li> <li>• Jews are appointed as stewards</li> <li>• The Mitzvot contain specific teachings on leaving land fallow, planting trees, maintaining a green belt</li> <li>• Jewish people will be judged on how they follow the Mitzvot</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>Sikhism</b></p> <p>The main Sikh reasons include:</p> <ul style="list-style-type: none"> <li>• the example of the Gurus means Sikhs should respect the environment</li> <li>• respect for Gods light in the universe leads Sikhs to respect the environment</li> <li>• Sikhs should work to improve the environment in order to achieve mukti</li> <li>• God is the provider of all life Sikhs must protect it</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 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 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 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> |

| 3 (d)           | "All Christians should support infertility treatment."<br>In your answer you should refer to Christianity.   |      |
|-----------------|--|------|
| Question Number | Answer   | Mark |
| 3 (d)<br>AO2    | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• family life is encouraged by Christianity</li> <li>• children are a gift from God</li> <li>• infertility treatment can be the most loving thing to do</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is playing God</li> <li>• it interferes with Gods plans</li> <li>• some Churches do not allow it</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<br/> <b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> <p>(ii) Why some people may disagree with their opinion<br/> <b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> | 6    |



|                 |   |  |
|-----------------|---|--|
| 4 (c)           | Explain why some Christians agree with organ transplants.   |  |
| Question Number | <b>Indicative content</b><br>The quality of written communication will be assessed in this answer (strands i, ii and iii)   |  |
| 4 (c)<br>AO1    | <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>the body is not needed after death</li> <li>Jesus told his followers to heal people</li> <li>it follows the Golden Rule</li> <li>it is a way of bringing life out of death</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>  |
| Level 3         | 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>  |
| Level 4         | 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 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> |

| 4 (d)           | "Religious people should not drive cars."<br>In your answer you should refer to at least one religion.  |      |
|-----------------|---|------|
| Question Number | Answer  | Mark |
| 4 (d)<br>AO2    | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• God created the planet so religious people should look after it</li> <li>• Religious people should act as stewards for the world</li> <li>• cars cause pollution</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• many religious people need cars for work</li> <li>• everybody needs to change their lifestyle to have an impact</li> <li>• new forms of fuel are making cars less environmentally dangerous</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><b>(i) Own opinion</b></p> <p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> <p><b>(ii) Why some people may disagree with their opinion</b></p> <p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> | 6    |

| 5 (a) What is the United Nations? |  |   |  |      |
|-----------------------------------|--|---|--|------|
| Question Number                   | Correct Answer   | Partially Correct Answer  | Reject   | Mark |
| 5 (a)<br>AO1                      | <ul style="list-style-type: none"> <li>an international body set up to promote world peace and cooperation</li> <li>an organisation that tries to resolve conflict around the world</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(2)</p> | <ul style="list-style-type: none"> <li>an example of what the UN does, e.g. try to stop fighting</li> <li>a multi-national organisation</li> <li>a group that tries to stop fighting</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(1)</p> | <p>Answers which define a different keyword</p> <p>(0)</p> | 2    |

|                 |  |      |
|-----------------|--|------|
| 5 (b)           | Do you think it is always possible to forgive?<br>Give <b>two</b> reasons for your point of view.  |      |
| Question Number | Answer   | Mark |
| 5 (b)<br>AO2    | <p><b>Indicative content</b></p> <p>Answers which think it is always possible to forgive are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>religious teaching on the importance of forgiveness (accept seventy times seven or seventy-seven times)</li> <li>Jesus forgave the people who crucified him</li> <li>examples of people who have forgiven people who did them wrong</li> </ul> <p>Answers which think it is not always possible to forgive are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>some things are too horrible to forgive</li> <li>religious teaching that some sins are unforgivable</li> <li>if people are always forgiven they won't learn from their mistakes</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. some things are too horrible to forgive).<br/><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 (e.g. some things are too horrible to forgive like Hitler and the holocaust).<br/><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<br/><b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>two developed reasons<br/><b>4 marks</b></li> </ul> | 4    |

|                 |  |
|-----------------|--|
| 5 (c)           | Choose <i>one religion other than Christianity</i> and explain why its followers may be for or against war.  |
| Question Number | <b>Indicative content</b><br>The quality of written communication will be assessed in this answer (strands i, ii and iii)  |
| 5 (c)<br>AO1    | <p><b>ISLAM</b></p> <p><b>Almost all Muslims accept war. The reasons for this view include:</b></p> <ul style="list-style-type: none"> <li>• the Qur'an says that Muslims must fight if they are attacked</li> <li>• The Prophet fought in wars</li> <li>• There are hadith about war that say Muslims must fight</li> <li>• the Qur'an says that Muslims who die fighting in a just war will go straight to paradise</li> </ul> <p><b>A few Muslims do not accept war. The reasons for this view include:</b></p> <ul style="list-style-type: none"> <li>• no war can ever be just</li> <li>• they accept non-religious reasons</li> <li>• their personal experience of 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> <hr/> <p><b>BUDDHISM</b></p> <p><b>All Buddhists are pacifists. The reasons for this view are:</b></p> <ul style="list-style-type: none"> <li>• One of the five precepts is not to take the life of anything living, this promotes pacifism</li> <li>• The law of karma requires Buddhists to consider the effects of their actions on others so they will not kill</li> <li>• Compassion for others includes doing no harm</li> <li>• All things are mutually interdependent so by harming any living thing you harm yourself</li> <li>• The law of Karma means it is wrong to harm any living thing</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> <hr/> <p><b>HINDUISM</b></p> <p><b>There are two main views in Hinduism.</b></p> <p><b>Most Hindus are pacifist and believe strongly in non-violence because:</b></p> <ul style="list-style-type: none"> <li>• The moral code of ahimsa means violence is always wrong</li> <li>• Taking life will set you back on the path to Moksha</li> <li>• Following the example of Ghandi means that non-violent opposition can be successful</li> <li>• Modern warfare means innocent civilians will inevitably die so war is always wrong</li> </ul> <p><b>Other Hindus believe in the concept of the Just war which means wars can be fought in the right way for the right reasons because:</b></p> <ul style="list-style-type: none"> <li>• The second most prestigious caste are the warriors with the responsibility to defend society</li> <li>• The Baghavad Gita says that warriors must fight in just wars</li> <li>• It also says that in dying only the body is destroyed the soul is unharmed</li> <li>• The Laws of Manu define 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> |

### **JUDAISM**

Almost all Jewish people agree that if a war fulfills the strict rules which are laid down then a war can justifiably be fought by Jewish people. The reasons for this view are:

- The Talmud says wars must be fought if God has commanded it
- The Old Testament (Tenakh) gives accounts of God ordering the Jewish people to war so they must be able to fight
- It also contains accounts of the Jewish people defending themselves against aggressors so Jews should be able to
- Experience of the Holocaust means many Jewish people believe they need an army to defend them

A few Jewish people now believe that as no war can be a just war they should oppose war.

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.

### **SIKHISM**

Most Sikhs agree that if a war fulfills the strict rules which are laid down then a war can justifiably be fought by Sikhs. The reasons for this view are:

- The Sikh theory of just war is war in defence of righteousness.
- Historically Sikhism has become increasingly militant in response to oppression and attempts to damage the faith
- The tenth guru (Guru Gobind Singh) formed the khalsa who must carry a sword and use it if necessary to defend truth.
- Guru Gobind Singh made it clear that war should be a last resort but if necessary Sikhs should fight

Some Sikhs now believe that as no war can be a just war they should oppose war. Some also contend that Guru Nanak, the founder of the Sikh religion, taught pacifism.

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.

| Any combination of <i>for</i> or <i>against</i> or <i>both</i> are acceptable |      |  |
|---|------|--|
| 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 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>   |
| 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>  |
| Level 3   | 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>  |
| Level 4   | 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 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> |

| 5 (d)           | "Bullies deserve sympathy not punishment" do you agree? In your answer you should refer to at least one religion.  |      |
|-----------------|--|------|
| Question Number | Answer   | Mark |
| 5 (d)<br>AO2    | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the evidence that suggests that bullies are victims themselves</li> <li>• the teaching of Jesus about turning the other cheek and loving your enemies</li> <li>• bullies need to be helped not punished</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• if they are not punished they will continue to bully</li> <li>• the victims deserve justice so bullies must be punished</li> <li>• it can lead to worse forms of evil</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 for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> | 6    |



|                 |   |  |
|-----------------|---|--|
| 6 (c)           | Explain why religion can cause conflict in a family.  |  |
| Question Number | <b>Indicative content</b><br>The quality of written communication will be assessed in this answer (strands i, ii and iii)   |  |
| 6 (c)<br>AO1    | <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>religious families may have a problem if their child changes faith or becomes an atheist</li> <li>religious families may have a problem if their child wants to marry someone of a different faith</li> <li>non-religious families may have a problem if their child accepts a faith or wants to join the priesthood</li> <li>religious families may have strict codes of conduct which children may find hard to live up to</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 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>   |
| 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>  |
| Level 3         | 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>  |
| Level 4         | 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 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> |

| 6 (d)           | "Religious people should all be pacifists."<br>In your answer you should refer to at least one religion.   |      |
|-----------------|--|------|
| Question Number | Answer   | Mark |
| 6 (d)<br>AO2    | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the teaching of Jesus about turning the other cheek and loving your enemies</li> <li>• the fifth commandment bans killing</li> <li>• Jesus stopped Peter using violence when they came to arrest him</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus never condemned the soldiers that he met</li> <li>• St Paul said Christians have to obey the orders of the government</li> <li>• some religions have a limited concept of pacifism</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 for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> | 6    |

| 7 (a) What is justice? |  |  |   |      |
|------------------------|--|--|---|------|
| Question Number        | Correct Answer   | Partially Correct Answer   | Reject  | Mark |
| 7 (a)<br>AO1           | <ul style="list-style-type: none"> <li>• due allocation of reward or punishment</li> <li>• the maintenance of what is right</li> <li>• fair treatment</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(2)</p> | <ul style="list-style-type: none"> <li>• punishing people</li> <li>• rewarding people</li> <li>• the court system</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(1)</p> | Answers which define a different keyword<br><br>(0) | 2    |

| 7 (b) Do you think drinking alcohol is a sin?<br>Give two reasons for your point of view. |   |      |
|---|---|------|
| Question Number   | Answer  | Mark |
| 7 (b)<br>AO2  | <p><b>Indicative content</b><br/>Answers which think drinking alcohol is a sin are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• some religious groups forbid alcohol</li> <li>• drinking alcohol provides a bad example to other people</li> <li>• it can lead to other sins eg adultery</li> </ul> <p>Answers which think drinking alcohol is not a sin are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Jesus turned water into wine</li> <li>• wine is used in the Holy Communion</li> <li>• many religious groups teach moderation rather than abstinence</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><br/>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. some religious groups forbid alcohol) <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 (e.g. some religious groups forbid alcohol because it can lead people away from God). <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> | 4    |

|                 |   |
|-----------------|---|
| 7 (c)           | Choose <i>one religion other than Christianity</i> and explain why its followers may be for or against capital punishment.  |
| Question Number | <b>Indicative content</b><br>The quality of written communication will be assessed in this answer (strands i, ii and iii)   |
| 7 (c)<br>AO1    | <p><b>ISLAM</b></p> <p>The main reasons most Muslims are for capital punishment include:</p> <ul style="list-style-type: none"> <li>• it is a punishment set down by Allah in the Qur'an</li> <li>• the hadith allow capital punishment for murder, adultery and apostasy</li> <li>• Muhammad sentenced people to death</li> <li>• the Shari'ah says capital punishment is the punishment for murder, adultery and apostasy</li> <li>• they also accept non-religious arguments in favour of capital punishment</li> </ul> <p>The main reasons some Muslims are against capital punishment include:</p> <ul style="list-style-type: none"> <li>• it is recommended by the Qur'an but not obligatory</li> <li>• they also accept non-religious arguments against capital punishment</li> <li>• reparations can replace capital punishment</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>BUDDHISM</b></p> <p>The main reasons Buddhists are opposed to capital punishment are:</p> <ul style="list-style-type: none"> <li>• The law of Karma means it is wrong to harm any living thing</li> <li>• One of the five precepts is not to take the life of anything living,</li> <li>• Compassion includes doing no harm</li> <li>• All things are mutually interdependent so by harming any living thing you harm yourself</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>HINDUISM</b></p> <p>The main reasons most Hindus accept capital punishment are:</p> <ul style="list-style-type: none"> <li>• Ahimsa does not always apply to criminals according to the Vedas</li> <li>• Traditional Hindu scriptures permit the death penalty</li> <li>• The Varaha Purana allows a king to put a criminal to death</li> <li>• Non-religious arguments</li> </ul> <p>The main reasons some Hindus are opposed to capital punishment are:</p> <ul style="list-style-type: none"> <li>• The execution is a killing so it produces bad karma</li> <li>• Ahimsa means non-violence</li> <li>• The concept of divine dignity means no-one should be executed.</li> <li>• Non-religious arguments</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> |

### **JUDAISM**

The main reasons most Jewish people accept capital punishment are:

- it is a punishment set down for certain offences in the Torah
- The Talmud permits capital punishment under strict guidelines
- Jewish people base their punishment on protection and deterrence so capital punishment would remove a dangerous criminal from society and deter others
- non-religious arguments in favour of capital punishment

The main reasons some Jewish people are opposed to capital punishment are:

- The Mishnah says that an execution once in seventy years was destructive
- Executing murderers shows no respect for human life as sacred
- Many believe the teachings of the Torah and Tenakh need to be updated for modern life
- Maimonides taught that it was better to free a thousand guilty people than to put an innocent person to death

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.

### **SIKHISM**

Only a few Sikhs accept capital punishment. The reasons for this are:

- there is no specific Sikh teaching forbidding capital punishment therefore it must be allowed.
- Non-religious arguments

The main reasons most Sikhs are opposed to capital punishment are:

- The Guru Granth Sahib gives no specific instruction on capital punishment and if it were allowed the holy book would say so
- Execution is killing in cold blood which is forbidden
- The concept of divine dignity means no-one should be executed.
- There is no room left for reform
- Non-religious arguments

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.

| Any combination of <i>for</i> or <i>against</i> or <i>both</i> are acceptable |      |  |
|---|------|--|
| 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 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>   |
| 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>  |
| Level 3   | 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>  |
| Level 4   | 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 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> |

| 7 (d)           | "Not all criminals need to go to prison."<br>In your answer you should refer to at least one religion.  |      |
|-----------------|---|------|
| Question Number | Answer  | Mark |
| 7 (d)<br>AO2    | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• some crimes are less serious than others</li> <li>• some criminals are ill and need treatment</li> <li>• the Golden Rule should encourage us to seek alternative punishments</li> <li>• Islam considers it better for offenders to remain in the community</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• if people know they will be sent to prison they are less likely to commit the crime</li> <li>• removing people from society to punish them protects society</li> <li>• Thomas Aquinas said the protection of society was more important than the reform of a criminal</li> <li>• Some crimes need more extreme punishment</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 for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> | 6    |

| 8 (a) What is responsibility? |  |   |  |      |
|-------------------------------|--|---|--|------|
| Question Number               | Correct Answer   | Partially Correct Answer  | Reject   | Mark |
| 8 (a) AO1                     | <ul style="list-style-type: none"> <li>being responsible for ones actions</li> <li>accepting the consequences of what we do</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(2)</p> | <ul style="list-style-type: none"> <li>trying to do the best thing</li> <li>owning up</li> <li>an example of taking responsibility</li> <li>knowing the consequences of your actions</li> </ul> <p>Any alternative wording of the above points is acceptable.<br/>(1)</p> | <p>Answers which define a different keyword<br/><br/>(0)</p> | 2    |

| 8 (b) Do you think it is always wrong to break the law? Give two reasons for your point of view. |  |      |
|--|--|------|
| Question Number  | Answer   | Mark |
| 8 (b) AO2  | <p><b>Indicative content</b><br/>Answers which think it is always wrong to break the law are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>the law is in place to keep order in society</li> <li>the law protects the weak</li> <li>we need laws to maintain justice</li> </ul> <p>Answers which think it is not always wrong to break the law are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>The Law of God takes precedence over civil law (Situation Ethics)</li> <li>you may need to break the law for a greater good</li> <li>you can break the law without harming anybody</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><br/>For a personal response with:</p> <ul style="list-style-type: none"> <li>one brief reason (e.g. we need laws to keep society in order).<br/>1 mark</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 (e.g. we need laws to keep society in order. If everybody did what they liked there would be chaos).<br/>2 marks</li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>two reasons with one developed<br/>3 marks</li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>two developed reasons<br/>4 marks</li> </ul> | 4    |

|                 |   |
|-----------------|---|
| 8 (c)           | Choose <b>one religion other than Christianity</b> and explain why its followers are against using illegal drugs.   |
| Question Number | <b>Indicative content</b><br>The quality of written communication will be assessed in this answer (strands i, ii and iii)   |
| 8 (c)<br>AO1    | <p><b>ISLAM</b></p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Muhammad banned the use of intoxicants</li> <li>• the Qur'an tells Muslims that intoxicants are the way Satan keeps the faithful from Allah</li> <li>• using drugs clouds the mind and leads away from Allah</li> <li>• Muslims must protect their body to preserve it for Judgment Day</li> <li>• Non religious arguments that Muslims would accept</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>BUDDHISM</b></p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the fifth precept is to abstain from substances that cloud the mind</li> <li>• addiction is harming to self</li> <li>• the Second Noble truth says that suffering is caused by craving so avoiding addiction avoids craving</li> <li>• being out of control will bring bad Karma</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>HINDUISM</b></p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the use of drugs may lead people away from God</li> <li>• using drugs makes it difficult to fulfill your dharma</li> <li>• this then makes it more difficult to reach moksha</li> <li>• many Hindu monastic orders vow to abstain from drugs as they cloud the soul</li> <li>• non religious arguments that Hindus would accept</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>JUDAISM</b></p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Using drugs brings dishonour to the family and this is banned in the ten commandments</li> <li>• The Torah says "You shall be holy", meaning no drugs</li> <li>• The Torah says that those addicted to physical pleasures should be put to death</li> <li>• Using drugs makes it difficult to pray, learn the Torah</li> <li>• Using drugs makes it difficult to fulfill the Mitzvot</li> <li>• Using drugs makes it difficult to learn the Torah</li> <li>• Non religious arguments that Jews would accept</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>SIKHISM</b></p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Sikhs should avoid anything that damages the relationship with God</li> <li>• Members of the Khalsa vow to never use drugs</li> <li>• The Guru Granth Sahib says to avoid marijuana and Sikhs follow this as their Guru</li> <li>• Guru Nanak, the founder of Sikhism, said Sikhs should avoid all intoxicants</li> <li>• Non religious arguments that Sikhs would accept</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 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 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 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> |

| 8 (d)           | "Capital punishment should be legal in the UK."<br>In your answer you should refer to Christianity.  |      |
|-----------------|--|------|
| Question Number | Answer   | Mark |
| 8 (d)<br>AO2    | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the Old Testament says an eye for an eye</li> <li>• Thomas Aquinas said the protection of the state is more important than the rights of the individual</li> <li>• Old Testament gives capital punishment as a punishment for some crimes</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus came to reform sinners and you cannot reform a dead person</li> <li>• the Ten Commandments forbid killing</li> <li>• Jesus said 'Let he who is without sin cast the first stone'</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 for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a brief reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two brief reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three brief reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> <li>• or one developed reason and one brief reason</li> </ul> | 6    |

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