

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE Religious
Studies (5RS01/01)

Unit 1: Religion and life 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 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 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1 (a) AO1	<p>Two examples from anything that is suffering caused by nature e.g.:</p> <ul style="list-style-type: none"> • volcanoes • flooding • tsunamis • droughts • earthquakes • disease • famine • starvation <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • one example of a natural evil • a definition of natural evil <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Examples of moral evil (caused by humans)</p> <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p>1 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think a religious upbringing leads to belief in God are likely to use such reasons as:</p> <ul style="list-style-type: none"> • if a respected adult tells a child God is real it will lead them to believe • if a child's family and friends believe in God, it will lead them to believe • if a child is taken to a place of worship regularly, it encourages belief in God <p>Answers which do not think a religious upbringing leads to belief in God are likely to use such reasons as:</p> <ul style="list-style-type: none"> • a child will make up their own mind about belief in God • a child cannot be forced to believe in anything • teenagers usually rebel against what their parents believe <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. if a child is taken to a place of worship regularly, it encourages belief in God) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g., if a child is taken to a place of worship regularly, it encourages belief in God for example, they will hear the teachings of scriptures.) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
1 (c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> • the scientific way is correct • science cannot explain exactly what happened • Creationists say science is wrong • God is responsible for scientific creation • they believe alternative explanations <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a way <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief ways • or a developed way <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief ways • or a fully developed way • or two ways with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief ways• or two developed ways• or two ways with one fully developed• or three ways with one developed• or a comprehensive explanation using one way only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>1 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • an answered prayer is evidence that God exists • miracles prove that God is active in the world • if God didn't exist no-one would have a conversion experience <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • a religious experience could just be in a person's imagination • religious experiences can be the result of illness • there might be good explanations for religious experiences that humans do not know <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to 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>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

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

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2 (a) AO1	<ul style="list-style-type: none"> • when your life is changed by giving yourself to God • becoming religious • change from one religion to another • change from wickedness to righteousness <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • changing • an example of a conversion <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> • reject any non-religious answers <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p>2 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think a numinous experience leads to belief in God, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it provides the person with evidence of the existence of God • it changes the person's understanding of God • they realise that only God could have caused the experience <p>Answers which do not think a numinous experience leads to belief in God, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • a person might not recognise God in the experience • it could be regarded as an awe inspiring but natural event • the person might think they were hallucinating <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it provides the person with evidence of the existence of God) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it provides the person with evidence of the existence of God, if they feel God's presence in a beautiful sunset they will have personal proof he exists) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
2 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • people may feel abandoned • if God was all powerful he would answer prayers • if God loved them he would answer prayers • if God existed he would answer prayers <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons with one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>2 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Big Bang must have had a first cause • the world cannot be an accident • only God can cause the universe <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • science has shown God was not needed to cause the universe • God does not exist so cannot have been the cause of the universe • The Big Bang created the universe <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to 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>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

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

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3 (a) AO1	<ul style="list-style-type: none"> • the belief that after death souls are reborn in a new body • the rebirth of a soul into another body • after death the soul comes back inside another body • coming back as something else <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • rebirth • getting a new body • life after death <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> • coming back to life <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p>3 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that Christians should agree with abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Christians should try to reduce suffering • it might be the lesser of two evils • it might be the most loving thing to do <p>Answers which do not think that Christians should agree with abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is against one of the Ten Commandments • it goes against the sanctity of life • only God should end a life <p>Other approaches are impossible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it might be the most loving thing to do) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it might be the most loving thing to do, for example, the mother's life might be at risk) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
3 (c) AO1	Indicative content The main reasons include: <ul style="list-style-type: none"> • there is no scientific proof for life after death • life after death is a logical impossibility • there is nowhere for life after death to take place • no one has come back from the dead to prove it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Little understanding of the issue shown, typically by: <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. 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.
Level 2	3-4	Basic understanding of the issue is shown typically by: <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. 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.
Level 3	5-6	A more developed understanding of the issue is shown typically by: <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. 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.

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons with one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>3 (d) AO2</p>	<p>Indicative content</p> <p>Islam</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Allah has already decided the persons life should end • it might reduce suffering • the person might be brain dead <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is against the sanctity of life • only Allah can take a life • it may interfere with Allah's plans for that person <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>Judaism</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • The Almighty has already decided the persons life should end • Rabbis teach that life shortening medication can be used • it might reduce suffering <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is against the sanctity of life • only the Almighty should take a life • it is regarded as murder which is forbidden <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>	

Hinduism

Reasons for supporting this statement could be:

- helping end a painful life is doing a good deed
- it might reduce suffering
- the person might be lacking in consciousness

Reasons for not supporting this statement could be:

- it may result in bad karma
- it is against the teaching on ahimsa
- it is against a Hindu's dharma (they should care for others)

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.

Buddhism

Reasons for supporting this statement could be:

- helping end a painful life might bring good merit
- it might reduce suffering
- the Buddha accepted his followers committing suicide

Reasons for not supporting this statement could be:

- it may result in bad kamma
- it might result in bad merit
- it is against Buddhist teaching on not harming living things

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

Reasons for supporting this statement could be:

- it might reduce suffering
- using medicine to prolong life might be against God's plans
- life must be cared for in a responsible way and euthanasia might be the most responsible thing to do

Reasons for not supporting this statement could be:

- it is against the sanctity of life
- only God should take a life
- suffering is a result of bad karma and should be accepted

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>Award marks as follows: Candidates who do not refer to at least one religion other than Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	3
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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a) AO1	<ul style="list-style-type: none"> • ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so • a doctor ending the life of an ill person who cannot ask for euthanasia <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • an example of non-voluntary euthanasia e.g. switching off a life support machine • mercy killing <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p>4 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that Christians should agree with euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Christians should try to reduce suffering • it might be the lesser of two evils • it might be the most loving thing to do <p>Answers which do not think that Christians should agree with euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is against one of the Ten Commandments • it goes against the sanctity of life • only God should end a life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it might be the most loving thing to do) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it might be the most loving thing to do for example, as the person may be in severe pain.) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
4 (c) AO1	<p>Indicative content The main elements of the law include:</p> <ul style="list-style-type: none"> • It is legal if certain conditions are met • it must be agreed by two doctors • usually it is before 24 weeks pregnancy • it must take place in a registered medical unit • the mother's life is at risk • to protect the physical or mental health of the mother • to protect the mental or physical health of existing children • if the baby would be very seriously ill <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving one element • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief elements • or a developed element <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief elements • or a fully developed element • or two elements with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief elements• or two developed elements• or two reasons with one fully developed• or three elements with one developed• or a comprehensive explanation using one element only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>4 (d) AO2</p>	<p>Indicative content</p> <p>Islam</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Muslims will try to follow the teachings of the Qur'an as they will be judged on this • Muslims will try to obey Shari'ah law to get into paradise • Muslims will follow the example of Muhammad <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Muslims should treat others well regardless of reward • it is not belief in life after death that makes a person live well, it is wanting to do what God teaches that affects behaviour • Allah has a plan for every person's life and Muslims should strive to fulfil this plan <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>Judaism</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Jewish people will try to follow the teachings of the Torah as they will be judged on this • Jewish people will try to do good deeds to get into paradise • the Talmud shows that living a good Jewish life will be rewarded with eternal life <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Jewish people should do charitable work regardless of reward • following the mitvot in this life is more important than any future life • Jewish people believe the Almighty has a plan for every person's life and they are moulded to fulfil this plan <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>	

Hinduism

Reasons for supporting this statement could be:

- Hindu beliefs about karma mean actions in this life will directly affect any future lives
- good deeds in this life will mean a better reincarnation
- every Hindu must fulfil their dharma to have a good future life

Reasons for not supporting this statement could be:

- Hindus should do good deeds regardless of reward
- this life is more important than any future life
- reincarnation is based on karma of previous lives

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.

Buddhism

Reasons for supporting this statement could be:

- Buddhist beliefs about kamma mean actions in this life will directly affect any future lives
- good deeds in this life will mean a better re birth
- every Buddhist should follow the precepts to have a good future life

Reasons for not supporting this statement could be:

- Buddhists should do good deeds regardless of reward
- this life is more important than any future life
- re birth is inevitable

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.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5 (a) AO1	<ul style="list-style-type: none"> • having sex with a number of partners without commitment • having (casual) sex with a number of people • being indiscriminate in sexual relationships • sleeping around <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • sex before marriage • sex outside marriage <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p>5 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think all Christians should accept sex outside marriage are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is acceptable if the couple will marry at some point • society has changed so should Christians • it is a matter of conscience <p>Answers which do not think all Christians should accept sex outside marriage are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is against the Ten Commandments • it breaks up families • it breaks the vows stated at weddings <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it is against the Ten Commandments) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it is against the Ten Commandments, which says 'do not commit adultery') <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)
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5 (c) AO1	<p>Indicative content</p> <p>Reject answers which do not refer to a religion other than Christianity.</p> <p>Islam</p> <p>Muslim reasons why homosexuality is not acceptable include:</p> <ul style="list-style-type: none"> • Hadith condemn it • Muhammad spoke against it • Allah created male and female to be together • it goes against Muslim teachings on family life • the Qur'an has several statements against it <p>Muslim reasons why homosexuality is acceptable include:</p> <ul style="list-style-type: none"> • Islam is a religion of tolerance. • they accept scientific information about homosexuality. • only Allah can judge • God created humans, therefore created homosexuals <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>Judaism</p> <p>Jewish reasons why homosexuality is not acceptable include:</p> <ul style="list-style-type: none"> • God created man and woman to be together • it goes against Jewish teachings on family life • the Torah has statements against it • 'Man should not lie with man' • some rabbis have spoken against it <p>Jewish reasons why homosexuality is acceptable include:</p> <ul style="list-style-type: none"> • they say views on homosexuality were based on history and should change • they accept scientific information about homosexuality • only God can judge • Jewish people are against any form of persecution • God created humans, therefore created homosexuals <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>
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Hinduism

Hindu reasons why homosexuality is not acceptable include:

- male and female were created to be together
- it is a duty to have children
- it goes against grihastha dharma
- some swamis have taught against it

Hindu reasons why homosexuality is acceptable include:

- Hijra (third sex) have been in existence in Hindu culture throughout history
- scriptures portray homosexuality positively
- any form of loving relationship is acceptable
- God created humans, therefore created homosexuals

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

Sikh reasons why homosexuality is not acceptable include:

- male and female were created to be together
- it goes against Sikh teachings on family life
- it is a form of lust
- homosexuals cannot have a Sikh marriage

Sikh reasons why homosexuality is acceptable include:

- Sikh scriptures do not condemn homosexuality.
- any form of loving relationship is acceptable
- God created humans, therefore created homosexuals
- they say views on homosexuality were based on history and should change

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.

Buddhism

Buddhist reasons why homosexuality is not acceptable include:

- male and female should be together
- it goes against some Buddhist teachings on family life
- it is sexual misconduct

Buddhist reasons why homosexuality is acceptable include:

- Buddhist scriptures do not condemn homosexuality.
- any form of loving relationship is acceptable
- they accept scientific information about homosexuality

	<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>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by referring to two views:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or two reasons with one fully developed • or three reasons with one developed • or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary 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>5 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is against many religious teachings • it can lead to unhappy families • in the New Testament it teaches that it can lead to adultery <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it allows people to be happy • it reduces suffering • it might be the lesser of two evils <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to 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>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6 (a) AO1	<ul style="list-style-type: none"> intentionally preventing pregnancy from occurring the deliberate prevention of impregnation <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> an example of a type of contraception <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word. (0)</p>	2

Question Number	Answer	Mark
<p>6 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that all Christians should accept homosexuality are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is the most loving thing to do • homosexuality is legal • homosexuality has been shown by science to be natural <p>Answers which do not think that all Christians should accept homosexuality are likely to use such reasons as:</p> <ul style="list-style-type: none"> • homosexual sex is not procreative • homosexuals cannot marry in church • God created man and woman to be together <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. homosexuality is legal) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. homosexuality is legal, Christianity should accept what society has decided is acceptable.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	<p>4</p>

Question Number	<p>Indicative content</p> <p>The quality of written communication will be assessed in this answer (strands i, ii and iii)</p>
6 (c) AO1	<p>Indicative content</p> <p>Reject answers which do not refer to a religion other than Christianity.</p> <p>Islam</p> <p>The main Muslim reasons include:</p> <ul style="list-style-type: none"> • the family is created by Allah • it is where children learn about their faith • Muhammad had a family • the Qur'an states 'show kindness to your parents' • Hadith show family is important <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Judaism</p> <p>The main reasons given by Jewish people include:</p> <ul style="list-style-type: none"> • God said 'be fruitful' • God created man and woman to form a family • it is where children learn about their faith • it ensures the young and old are cared for <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>Hinduism</p> <p>The main Hindu reasons include:</p> <ul style="list-style-type: none"> • it is one of the ashramas • it is a secure place to raise children • it is where children learn about their faith • merit is gained by having a good family life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>

<p>Sikhism</p> <p>The main Sikh reasons include:</p> <ul style="list-style-type: none"> • Guru Nanak encouraged 'the way of the householder' • it follows the example of the Gurus • it is a secure place to raise children • it is where children learn about their faith <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>Buddhism</p> <p>The main Buddhist reasons include:</p> <ul style="list-style-type: none"> • The Buddha taught to respect your parents • It is a secure place to raise children • It is where children learn the dhamma • Merit is gained by having a good family life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some</p>

		syntactical and/or spelling errors are likely to be present.
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or two reasons with one fully developed • or three reasons with one developed • or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary 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	Correct Answer	Partially Correct Answer	Reject	Mark
<p>7 (a) AO1</p>	<ul style="list-style-type: none"> • different races/colours living together happily • people of many nationalities living together peacefully • when people of different races live in a harmonious way <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • different races living together • an example of racial harmony • the absence of racial prejudice /discrimination <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word.</p> <p>(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p>7 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think problems are caused because society is multi-ethnic are likely to use such reasons as:</p> <ul style="list-style-type: none"> • there may be intolerance • people might not understand the cultures and ways of different races • people might feel alienated by different ethnic groups <p>Answers which do not think problems are caused because society is multi-ethnic are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it creates greater tolerance • it helps people learn about different ethnic groups • it can bring different ideas and lifestyles into society <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it can bring different ideas and lifestyles into society) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it can bring different ideas and lifestyles into society e.g. different food and fashion ideas) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
7 (c) AO1	<p>The main benefits include:</p> <ul style="list-style-type: none"> • it can increase tolerance of different faiths • people can enjoy the religious celebrations of others • it can help a person decide what faith they want to be • it can make a person view their own religion more seriously • it can introduce new ideas into faiths <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • using one benefit • not explaining but only describing the reference <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two benefits • or a developed benefit <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three benefits • or a fully developed benefit • or two benefits with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four benefits• or two developed benefits• or two benefits with one fully developed• or three benefits with one developed• or a comprehensive explanation using one benefit only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>7 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • legally men and women must be paid equally for the same work • politically men and women are equal • men and women can be priests in the Church of England <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • many religions do not allow men and women the same roles within their religion • many more men hold positions of power • women are more likely to look after the children than men are <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to 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>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8 (a) AO1	<ul style="list-style-type: none"> • accepting all religions as having an equal right to coexist • the peaceful existence of multiple religions in a society • numerous religious groups coexisting in one society • the belief that all religions lead to God <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • religious diversity • all religions are Equal • the right to practice or change your religion <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Answers which define a different key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>8 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think women should have different religious rights to men in Christianity are likely to use such reasons as:</p> <ul style="list-style-type: none"> • they were created to be different • Jesus chose only men to be apostles • St Paul said they should be silent in church <p>Answers which do not think women should have different religious rights to men in Christianity are likely to use such reasons as:</p> <ul style="list-style-type: none"> • God created both male and female in his image • St Paul said 'all are one in Jesus Christ' • the early Church had female leaders <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. St Paul said they should be silent in church) <p style="text-align: right;">1 mark</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. St Paul said they should be silent in church, so some Churches do not allow women priests) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)
8 (c) AO1	<p>Reject answers which do not refer to a religion other than Christianity.</p> <p>Islam</p> <p>The main Muslim reasons include:</p> <ul style="list-style-type: none"> • The Qur'an shows all people were created equal • Muhammad said all people are 'from Adam and Eve' • discrimination for any reason is wrong • people are equal 'as teeth on a comb' <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>Judaism</p> <p>The main reasons given by Jewish people include:</p> <ul style="list-style-type: none"> • the Torah shows men and women were created equal • it is part of the Noachide law • discrimination for any reason is wrong • the Holocaust has increased awareness of the need for it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Hinduism</p> <p>The main Hindu reasons include:</p> <ul style="list-style-type: none"> • everyone is created equally important • it allows everyone to fulfil their dharma • every soul is part of the divine • oppression under Mogul and British rule has increased awareness of the need for it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>

<p>Sikhism</p> <p>The main Sikh reasons include:</p> <ul style="list-style-type: none"> • Waheguru created everyone equal • Gurus taught that discrimination is wrong • inequality brings suffering • Guru Nanak taught every person is equal <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>Buddhism</p> <p>The main Buddhist reasons include:</p> <ul style="list-style-type: none"> • everyone is equally important • it allows everyone to fulfil their dhamma • discrimination goes against the idea of metta (loving kindness) • inequality brings suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>

Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or two reasons with one fully developed • or three reasons with one developed • or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary 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>8 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • everyone must obey laws against discrimination • everyone should be educated about community cohesion • the law encourages equality <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • prejudice and discrimination are too strong for laws to overcome • there are too many faiths and races, it is impossible for them all to get along • in the past religious people have been persecuted as a result of government <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p>

