

# Mark Scheme (Results) November 2009

IGCSE

## IGCSE Religious Studies (4425) Paper 1

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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.

## Paper 1 - Beliefs & Values - Mark Scheme

### Section A: Human beings and their destiny

Question Number	Answer	Mark
1(a)	<p>Correct answer</p> <ul style="list-style-type: none"> <li>(The belief that) all living creatures are part of the same process of development.</li> </ul> <p>A partially correct answer could be:</p> <ul style="list-style-type: none"> <li>All living creatures have the fact that they are alive in common.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
1 (b)	<p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such teachings as: human beings have been given free will, which they can use to do good or evil things; moral evil arises from disobeying the Almighty; moral evil occurs when human beings allow their evil inclinations to overcome their good ones, which results in their acting unjustly towards each other.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number		Indicative content
1 (c)		<p>Level 4 answers are likely to use such reasons as: they believe that, as rational beings, human beings have been made in the image of God, and that God has promised them eternal life; some people believe that human beings have a soul, which is the seat of human personality and identity, and which, unlike the body, is immortal and indestructible; there are religious teachings that the soul lives on after death, and will be reunited with its body at the general resurrection.</p> <p>At least <b>two</b> reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	Mark
2(a)	Correct answer	2
	<ul style="list-style-type: none"> <li>(The belief) that time has a beginning and an end.</li> </ul>	
	A partially correct answer could be	1
	<ul style="list-style-type: none"> <li>The idea that time moves in a straight line.</li> </ul>	
	Any alternative wording of the above points is acceptable.	

Question Number	Indicative content	
2 (b)	<p>Level 3 answers must refer to <b>two contrasting</b> ideas about the extent to which human beings can exercise freewill: that is, <b>one</b> idea from (a) below and <b>one</b> idea from (b) below.</p> <p>(a) Some religious people believe that, if God is the omnipotent and omniscient creator of everything in the universe, including human beings, there can be no such thing as freewill, and they may refer to specific religious teachings; some people believe that every event, including human actions, has a cause and that human beings do not have freewill, or have it only to a limited extent; some people believe that there is plenty of evidence that the behaviour of human beings is determined by hereditary factors, or their background and upbringing.</p> <p>(b) Some religious people believe that, although God is omnipotent and omniscient, he has given human beings freewill, and they may refer to specific religious teachings; some people believe in complete freedom of the human will, based on philosophical arguments and our awareness of being able to choose freely between different courses of action; some people believe that there must be freewill, otherwise human beings could not be held responsible for their actions or punished.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary..

Question Number		Indicative content
2 (c)		<p>Level 4 answers are likely to use such reasons as: there are religious teachings which prohibit cruelty or violence to all living things, and they may refer to specific examples; there are religious teachings which stress the common origin of human beings and animals as part of God's interdependent creation; many religious people believe that human beings are stewards and conservers of the natural world, who should treat animals with respect.</p> <p>At least <b>two</b> reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.
		<b>Total marks for Section A: 15</b>

## Section B: The meaning and purpose of life

Question Number	Answer	Mark
3(a)	Correct answer <ul style="list-style-type: none"> <li>• Belief in more than one God</li> </ul>	2
	A partially correct answer could be <ul style="list-style-type: none"> <li>• There are many gods</li> </ul>	1
	Any alternative wording of the above points is acceptable.	

Question Number	Indicative content	
3 (b)	<p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such teachings as: euthanasia is wrong, because it involves the unnatural separation of body and soul, and harms the karma of doctor and patient; ahimsa, the teaching that living things should not be injured, indicates that euthanasia is wrong; however, the teaching that it is a good deed to help bring a life of pain to an end means that some Hindus support it.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary..



Question Number		Indicative content
3 (c)		<p>Level 4 answers are likely to explain how the world (or aspects of it) has the appearance of being designed; that there are, therefore, reasons for thinking that it has a designer; and that this designer must be God. They may refer to the traditional design argument, which draws an analogy between (aspects of) the world and a human artefact, such as a watch, and/or refer to such examples of the appearance of design in the world as: the presence of the conditions necessary for supporting human and animal life; the fact that it is a stable environment, which works in a regular and predictable way; the suitability for their functions of such complex organs as the eye.</p> <p>At least <b>two</b> reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	Mark
4(a)	Correct answer	2
	<ul style="list-style-type: none"> <li>(The belief that) God knows everything in the past and in the future.</li> </ul>	
	<p>A partially correct answer could be</p> <ul style="list-style-type: none"> <li>Believing God knows all there is to know.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	1

Question Number	Indicative content	
4 (b)	<p>Level 3 answers are likely to refer to at least <b>two</b> such ideas as: each individual gives a meaning to his/her own life, through his/her ambitions, achievements and relationships; people who do not believe in God/follow a religion can find life just as interesting and worthwhile as those who do; non-religious people can focus on this life and making the world a better place, rather than worrying about a future life; there is no reason to belief that life as a whole has any meaning or purpose.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number		Indicative content
4 (c)		<p>Level 4 answers are likely to use such reasons as: some people are followers of religions which teach that there are many gods, who are responsible for different aspects of life; some people believe that, if there was only one God, he would be so powerful, and his presence would be so obvious, that no one could doubt his existence, but there is no clear evidence of him; some people think that, if there was only one God, he would be powerful enough to end all the evil and suffering in the world, but he does nothing about it; atheists do not believe that there is a God, and so reject monotheism (belief in one God) and polytheism (belief in more than one God).</p> <p>At least <b>two</b> reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.
		<b>Total marks for Section B: 15</b>

### Section C: Marriage, family life and human relationships

Question Number	Answer	Mark
5(a)	Correct answer <ul style="list-style-type: none"> <li>A married person having sexual relations with someone other than their marriage partner.</li> </ul>	2
	A partially correct answer could be <ul style="list-style-type: none"> <li>Being unfaithful to your sexual partner.</li> </ul>	1
	Any alternative wording of the above points is acceptable.	

Question Number	Indicative content	
5 (b)	<p>Level 3 answers are likely to refer to <b>two</b> such attitudes as: they do not believe it involves breaking vows made before God, so some non-religious people may not be concerned about marriage breakdown; some will be concerned about the unhappiness marriage breakdown causes to all involved and particularly its impact on children; they may also worry about the effects of marriage breakdown on family life and social stability.</p> <p>Answers which refer to only <b>one</b> attitude cannot go beyond Level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
5 (c)	<p>Level 4 answers are likely to use such reasons as: some religions have teachings which prohibit or discourage celibacy, and they may refer to specific examples; some religious people believe that those who lead celibate lives are unable to understand/engage fully with the problems of modern society; some religious people believe that leading a celibate life can create (intolerable) tensions in those trying to lead it; some religious people believe that a requirement to be celibate can act as a deterrent to taking up a religious vocation.</p> <p>There must be a developed explanation of at least <b>three</b> reasons to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	Mark
6(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> <li>Any <b>two</b> such examples as the right to life, or the right to education.</li> </ul> <p>For a partially correct answer</p> <ul style="list-style-type: none"> <li>Any <b>one</b> such example.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
6 (b)	<p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such purposes as: human sexuality is important, as it enables couples to procreate and create a family; sex must only take place within marriage, which has been ordained by Allah, and within which husband and wife can love each other, and bring up their children to be Allah's servants; men and women must abstain from any promiscuity or fornication.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number		Indicative content
6 (c)		<p>Level 4 answers are likely to describe such examples of how religious communities can keep families together as: providing financial support to families facing difficulties; giving counselling to families whose relationships are under strain; organising crèches for families in need of child care; encouraging/enabling families to participate fully in the life of the religious community. They will then explain how these initiatives help to keep families together.</p> <p>At least <b>three</b> examples must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.
		<b>Total marks for Section C: 15</b>

## Section D: Relationships with other people

Question Number	Answer	Mark
7(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> <li>Believing one race is superior or inferior to another or others.</li> </ul> <p>A partially correct answer could be</p> <ul style="list-style-type: none"> <li>Being against some races.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
7 (b)	<p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to such differing attitudes as: some Christians believe that the only way to God and salvation is through Christianity, and that they should try to convert non-Christians; some Christians believe that God will save the followers of other religions, provided they are sincerely seeking religious truth; some Christians believe that, despite their differences, all religions are paths to God. At least <b>two</b> differing attitudes must be referred to in order to reach Level 3.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.



Question Number	Indicative content	
7 (c)	<p>Level 4 answers are likely to use such reasons as: free speech is a key democratic freedom, but governments may need to weigh other considerations, such as keeping public order, against it; during a war or a serious crisis, free speech may need to be restricted in the interests of national security; governments may have to place limits on what can be written or spoken, in order to prevent incitement to racial or religious hatred.</p> <p>At least <b>two</b> reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	Mark
8(a)	<p>Correct answer</p> <ul style="list-style-type: none"> <li>The importance given to men or woman in a religious community, or similar phrase</li> </ul> <p>A partially correct answer could be</p> <ul style="list-style-type: none"> <li>How men and women are treated in a religious community.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
8 (b)	<p>Level 3 answers are likely to take <b>one</b> example of practical generosity to the poor within a local community and describe it. There is a wide range of possible examples, including: setting up an overnight shelter/hostel for the homeless; running a canteen where the poor and/or homeless can be fed or taking food to them on the streets; providing a counselling service to help the homeless/unemployed to find accommodation or jobs. Answers may refer to specific examples from candidates' own religious communities, <b>but no additional credit will be given for referring to more than one example.</b></p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
8 (c)	<p>Level 4 answers are likely to use such reasons as: some religions teach that all human beings were created by God, and are equal in the sight of God; religions teach that all human beings are equal, and emphasise our common humanity; there are religious teachings about loving all human beings, and treating them equally and fairly; religious founders, leaders and churches/religious groups have taught/teach that racism is wrong and should be overcome.</p> <p>At least <b>two</b> reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.
		<b>Total marks for Section D: 15</b>

## Section E

Question Number		Indicative content
9		<p><b>The issue is whether a sensible person can believe in an afterlife.</b></p> <p>Level 4 answers are likely to contrast the view that there is no incontestable proof of an afterlife, while teachings about the afterlife differ both among and within religions, with the view that many people believe in its existence on the basis of religious teachings (and they may refer to these) and/or the evidence from psychical research and paranormal experiences.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least <b>one</b> named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by <b>one</b> relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number	Indicative content	
10	<p><b>The issue is whether human beings are capable of caring for the planet properly.</b></p> <p>Level 4 answers are likely to contrast the view that there is plenty of evidence that human beings are incapable of caring for the planet, and to refer to examples of the effects of human activities on the planet, such as global warming and the consumption of finite natural resources, with the view that, at international, national and local/individual level, human beings are taking initiatives to address these issues (and to refer to examples), while many religious people practise responsible stewardship of the planet (and they may refer to specific religious teachings/examples).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least <b>one</b> named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by <b>one</b> relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number		Indicative content
11		<p><b>The issue is whether human experience shows that God must be benevolent.</b></p> <p>Level 4 answers are likely to contrast the view that it is hard to believe that God is benevolent (particularly, if he is also believed to be omnipotent), in view of all the evil and suffering in the world, with the view that human experience is not uniformly bad, and includes pleasure/happiness, as well as pain/misery, while there are religious teachings which explain why a benevolent God should have created a world containing evil and suffering (and they may refer to examples).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least <b>one</b> named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by <b>one</b> relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number	Indicative content	
12	<p><b>The issue is whether only atheists see the truth about the universe.</b></p> <p>Level 4 answers are likely to contrast the view that the lack of any definite evidence that God exists, and plenty of evidence, in the form of cruelty, crime and misery that he does not, suggest that atheists are the ones who see the truth about the universe, with the view that there are rational arguments for God's existence; religious faith is about being willing to believe what cannot be proved; and that atheists cannot claim that there is definite proof that God does not exist.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least <b>one</b> named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by <b>one</b> relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number		Indicative content
13		<p><b>The issue is whether there is anything wrong with pre-marital sex.</b></p> <p>Level 4 answers are likely to contrast the view that there is nothing wrong with pre-marital sex, provided it is freely chosen, while the wide availability of contraception removes the risk of unwanted pregnancies, with the view that many religious people oppose it, as it is contrary to religious teachings, and that many religious and non-religious people believe that sexual relationships should only take place in the context of marriage.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least <b>one</b> named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by <b>one</b> relevant reason.
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Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.



Question Number		Indicative content
14		<p><b>The issue is whether we should just ignore religious objections to contraception.</b></p> <p>Level 4 answers are likely to contrast the view that contraception is the only effective way to control the size of families, which is important for both individual families and society, and that many religious people accept it, with the view that other religious people consider that contraception is contrary to religious teaching, and not in the interests of families, and therefore cannot be accepted.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least <b>one</b> named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by <b>one</b> relevant reason.
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Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number		Indicative content
15		<p><b>The issue is whether religion stands in the way of equal rights for women.</b></p> <p>Level 4 answers are likely to contrast the view that some religious people/groups do hold that women should not have equal rights in society and/or religion, and refer to specific teachings and/or examples from the religion(s) studied, with the view that other religious people/groups hold that women should have equal rights in society and/or religion, and refer to specific teachings and/or examples from the religion(s) studied.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least <b>one</b> named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by <b>one</b> relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number	Indicative content	
16	<p><b>The issue is whether the right to freedom of religion matters more than any other human right.</b></p> <p>Level 4 answers are likely to contrast the view that, for many religious people, freedom of religion matters more than any other human right, because of the fundamental importance of their religious beliefs and values to their whole way of life (and they may refer to specific examples), with the view that other human rights, such as freedom of speech, are equally important, and that ensuring the full range of human rights is essential in a democratic society.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least <b>one</b> named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by <b>one</b> relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.
		<b>Total marks for Section E: 20</b>

Paper 1 Mark Scheme  
Appendix

Question Number	Indicative content	
1(b)	Level 3 answers, based on <b>Buddhism</b> , are likely to refer to at least <b>two</b> such teachings as: human beings who have not achieved enlightenment do not understand the true nature of reality; they are in a state of avijja and kilesa, and are not aware of the Buddha's teaching; the three fires of greed, hatred and delusion burn within them, and they harm others.	
	Level 3 answers, based on <b>Christianity</b> , are likely to refer to at least <b>two</b> such teachings as: the Book of Genesis explains that moral evil was caused by the fall of Adam; it is caused by sin: human beings disobeying God and breaking his law; it is the result of human freewill, which allows them to disobey God and harm other people.	
	Level 3 answers, based on <b>Hinduism</b> , are likely to refer to at least <b>two</b> such teachings as: it is the result of avidya, which is human beings' essential ignorance of the true nature of things; through not understanding reality, human beings may fail to understand that each person's atman (self) is part of the divine Brahman; as well as involving them in the cycle of rebirth, this ignorance can lead to human beings treating others badly.	
	Level 3 answers, based on <b>Islam</b> , are likely to refer to at least <b>two</b> such teachings as: moral evil is part of human sinfulness; human beings possess freewill, which they can use to perform good or evil acts; moral evil arises when human beings' evil inclinations prevent them submitting to the will of Allah, leading them to act unjustly towards others.	
	Level 3 answers, based on <b>Sikhism</b> , are likely to refer to at least <b>two</b> such teachings as: moral evil is associated with haumai, which is human beings' selfish and materialistic nature; this leads to their following their own inclinations, rather than God's will; they are conditioned by the principle of manmukh, and so fail to be oriented towards God; they are controlled by maya, which leads to the five vices.	
	Other approaches are possible and must be rewarded according to the levels.	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
3(b)	Level 3 answers, based on <b>Buddhism</b> , are likely to refer to at least <b>two</b> such teachings as: euthanasia involves taking life, and so is contrary to the first of the Five Precepts, which forbids killing; Buddhism is concerned with the cessation of suffering, but this can only be achieved by following the Noble Eightfold Path; participating in euthanasia will prevent attainment of nibbana.	
	Level 3 answers, based on <b>Christianity</b> , are likely to refer to at least <b>two</b> such teachings as: euthanasia is wrong, as life is given by God and should not be taken away by human beings; God made human beings in his own image, and their lives are valuable; euthanasia breaks the commandment, 'You shall not kill'; some Christians accept the doctrine of double effect and the withholding of 'aggressive' medical treatments from those who are close to death.	
	Level 3 answers, based on <b>Islam</b> , are likely to refer to at least <b>two</b> such teachings as: euthanasia is wrong, as all life is a gift from Allah and sacred; Allah determines the length of each person's life, and human beings must not interfere with his decision; those who suffer must endure the test and seek help from Allah.	
	Level 3 answers, based on: <b>Judaism</b> , are likely to refer to at least <b>two</b> such teachings as: euthanasia is wrong, as the Almighty created human beings in his own image, so their lives should not be cut short; the Almighty created life, and it is valuable, even when it involves pain and suffering; doctors need not protract life unnecessarily, and may use painkilling drugs which have the secondary effect of speeding up death.	
	Level 3 answers, based on <b>Sikhism</b> are likely to refer to at least <b>two</b> such teachings as: as life is a gift from God, he should be allowed to decide when people die; human beings should accept suffering, as it is a result of how karma works in the universe; it is permitted to distinguish between actions which bring life to an end and those which prevent its being artificially protracted.	
	Other approaches are possible and must be rewarded according to the levels.	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
6(b)	Level 3 answers, based on <b>Buddhism</b> , are likely to refer to at least <b>two</b> such teachings as: it provides opportunities for two people to love, and to receive love from, each other; it is important as the means of having children and a family life, which the Buddha described as a source of happiness; it must be treated in a way that is consistent with the Buddha's teachings.	
	Level 3 answers, based on <b>Christianity</b> , are likely to refer to at least <b>two</b> such teachings as: it enables human beings to reproduce, so that they can create a Christian family; it strengthens the relationship between a (married) couple, helping them to develop and sustain loving attitudes towards each other; it was instituted by God as a source of joy and pleasure to his human creatures.	
	Level 3 answers, based on <b>Hinduism</b> , are likely to refer to at least <b>two</b> such teachings as: human sexuality is not regarded as being at odds with the spiritual side of life, as the gods marry and have children; it is important, as married couples should have children, in order to perpetuate their families; particular emphasis is placed on having a son, who can perform important religious ceremonies.	
	Level 3 answers, based on <b>Judaism</b> , are likely to refer to at least <b>two</b> such teachings as: human sexuality enables loving (married) couples to procreate, thus ensuring community survival; married couples are expected to have at least two children, as religious life centres on family and home life; human sexuality can lead to sin, which must be resisted.	
	Level 3 answers, based on <b>Sikhism</b> , are likely to refer to at least <b>two</b> such teachings as: human sexuality is important as a means of keeping the race going, but sexual relationships must take place within marriage; marriage is a divine institution, within which a married couple become one soul in two bodies, and can procreate and raise children; there is a strong emphasis on monogamy and high standards of sexual morality.	
	Other approaches are possible and must be rewarded according to the levels.	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content
7(b)	Level 3 answers, based on <b>Buddhism</b> , are likely to refer to at least <b>two</b> such attitudes as: the Buddha taught that people must follow his teachings, in order to escape from the cycle of rebirth, so some Buddhists reject the teachings of other religions; other Buddhists believe that other religions offer insights which will help them to develop their understanding of Buddhist teachings; some Buddhists believe that other religions offer religious truths, which will help them towards enlightenment.
	Level 3 answers, based on <b>Hinduism</b> , are likely to refer to at least <b>two</b> such attitudes as: Hindus believe in religious freedom and toleration of other religions; there are different paths to salvation within Hinduism, and some Hindus believe that other religions have valuable teachings and insights; other Hindus believe that Hinduism offers the only path to salvation.
	Level 3 answers, based on <b>Islam</b> , are likely to refer to at least <b>two</b> such attitudes as: some Muslims believe in religious freedom, and people's right to practise the religion of their choice; many Muslims give Judaism and Christianity a special status, due to their shared religious beliefs and heritage; however, Muslims regard the Qur'an as the definitive revelation of Allah's word, and most Muslims believe that, as Islam is the only true religion, they have a duty to proselytise.
	Level 3 answers, based on <b>Judaism</b> , are likely to refer to at least <b>two</b> such attitudes as: most Jews believe in religious freedom,

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		and they do not try to convert other people to Judaism; some Jews believe that those people who follow teachings that are similar to the Ten Commandments are close to the Almighty; however, many Jews do believe that Judaism is the right path, because they follow the Torah and Talmud.
		Level 3 answers, based on <b>Sikhism</b> , are likely to refer to at least <b>two</b> such attitudes as: Sikhs believe in religious freedom, and regard leading a morally good life as more important than membership of a particular faith; they compare different religions to different boats, all of which will carry their passengers across the river of life, but by different routes; however, while welcoming the followers of other religions to their gurdwaras, most Sikhs recognise real differences between religions, which rule out sharing all aspects of worship.
		Other approaches are possible and must be rewarded according to the levels.
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.









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