

Mark Scheme (Results)

Summer 2010

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.

Section A: Human beings and their destiny

Question Number	Answer	Mark
1(a)	<p>Correct answer</p> <ul style="list-style-type: none"> (The belief that) human beings can act as they please. 	2
	<p>A partially correct answer could be:</p> <ul style="list-style-type: none"> Thinking human beings are free. <p>Any alternative wording of the above points is acceptable.</p>	1

Question Number	Indicative content	
1 (b)	<p>Level 3 answers, based on Buddhism, are likely to refer to at least two such teachings as: human existence is cyclical, and individual human beings are subject to the law of karma and reborn into the world; the goal of human beings is to escape the cycle of rebirth and the suffering it involves, and achieve nibbana (the extinction of desires, liberation); to do so, they must heed the Buddha's teaching and follow the Noble Eightfold Path.</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: there are religious teachings that God created human beings to rule the world for him, and gave them control of other creatures (and they may refer to specific religious teachings); there are religious teachings that human beings are superior to all other creatures, and can use them to serve their needs (and they may refer to specific religious teachings); there are non-religious ideas that human beings have evolved into the dominant/superior species, and that their intelligence sets them apart from other living things.</p> <p>At least two 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)	<p>Correct answer</p> <ul style="list-style-type: none"> • (The belief that) every human action has an automatic consequence for what happens to human beings after they die. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> • Believing people are punished for bad behaviour when they die. <p>An alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
2 (b)	<p>Level 3 answers are likely to refer to at least two such teachings as: moral evil exists in the world as a result of human sin (and they may refer to specific religious teachings); sin involves rebellion against God and so being cut off from the source of goodness and right conduct; sin involves breaking God's laws/commandments, showing a deeper level of wickedness than breaking merely human moral rules.</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: human beings can only be certain of the existence of things they know about through their senses; a materialist account of the universe is simpler and therefore more convincing than those based on religion; there is no definite scientific evidence for the existence of God or the soul.</p> <p>At least two 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.
		Total marks for Section A: 15

Section B: The meaning and purpose of life

Question Number	Answer	Mark
3(a)	<p>Correct answer</p> <ul style="list-style-type: none"> (The belief that) God is all-powerful. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> Believing God is very powerful. <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
3 (b)	<p>Level 3 answers are likely to refer to at least two such teachings as: religious salvation is concerned with setting human beings free from the limitations of human existence, such as the effects of evil, sin and its consequences, and suffering; in monotheistic religions, this involves God revealing himself to human beings/ intervening in the world and human beings having eternal life with God after death; in religions which teach a cyclical view of human existence, it means human beings achieving release from the cycle of rebirth. Answers may refer to specific teachings from the religion(s) studied.</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 identify such sources of authority in religion as founders, religious texts/sacred writings and current leaders. They will then explain why they are important. The founder(s) of a religion is important, because the religion originates in his life and work, and the followers of the religion base their beliefs and values, and model their own lives, on his life and teachings. The religious texts/sacred writings are important, because they record the lives of a religion's founder(s), prophets and teachers, are the source of its major teachings, codes of law and rules of living, and are used by followers of the religion in worship, devotion and education. The current leaders of a religion (clergy, priests/bishops, imams, rabbis, etc.) are important, because they interpret and explain the religious texts/sacred writings to followers of the religion; lead worship; give guidance, instruction and support to members of the religious communities they lead; and help to resolve any disputes.</p> <p>At least two sources of authority in a religion must be developed and explained 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
4(a)	<p>Correct answer</p> <ul style="list-style-type: none"> Changing a person's whole religious outlook on life. 	2
	<p>A partially correct answer could be</p> <ul style="list-style-type: none"> Changing your religion. <p>Any alternative wording of the above points is acceptable.</p>	1

Question Number	Indicative content	
4 (b)	<p>Level 4 answers, based on Christianity, are likely to refer to at least two such teachings as: God created the universe and everything it contains, so life is God-given and valuable; human beings are made in God's image, so human life is sacred; killing involves breaking the commandment, 'You shall not kill', and disobeying Jesus' teaching.</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: there is no absolutely convincing scientific evidence either for or against God's existence; some people cannot decide between religious and non-religious explanations of the origin of the universe; some people would like to believe in God, but find it hard to reconcile his existence with the presence of evil and suffering in the world; some people are attracted to belief in God, but are confused by the fact that there are so many religions and conflicting teachings about God/ultimate reality.</p> <p>At least two 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.
		Total marks for Section B: 15

Section C: Marriage, family life and human relationships

Question Number	Answer	Mark
5(a)	<p>Correct answer</p> <ul style="list-style-type: none"> Children from different marriages becoming one family after their divorced parents marry each other. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> Forming one family from the children of two. <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
5 (b)	<p>Level 3 answers, based on Sikhism, are likely to refer to at least two such teachings as: it is contrary to the teaching that sexual relationships must take place within marriage; it is contrary to the teaching that, within marriage, two people become one soul in two bodies; sexual promiscuity goes against Sikh teaching about the importance of monogamy and high standards of sexual morality.</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 religious people believe that it is for God to decide whether or not sexual relationships will produce children (and they may refer to specific religious teachings); there are religious and moral objections to some forms of treatment (and they may refer to specific examples); some people believe that it is wrong that the high costs of such treatments prevent those who are poor from using them.</p> <p>At least two 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
6(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> Living together without being married. <p>For a partial correct answer</p> <ul style="list-style-type: none"> Living together. <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 are likely to refer to at least two such responsibilities as: those of parents to their children, which include providing them with a loving home, and ensuring that they are cared for and educated; those of school-age children to their parents, which include respect and obedience, and responding positively to the opportunities their parents give them; those of grown-up children to their parents, which include assisting and caring for them in old age; and those of grandparents to their children and grandchildren, which include supporting family life and being available to help out when needed. Answers may refer to responsibilities that arise from membership of particular religions/religious communities and/or specific religious teachings.</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 use such reasons as: some religious people believe that divorce is wrong, because it conflicts with their view that marriage is a lifelong, God-given union, which can never be ended; some religious people think that divorce is wrong, because they regard marriage as the fulfilment of a sacred duty, which couples should not end for personal or selfish reasons; some religious people believe that divorce is wrong, because it causes suffering to all those affected by it, particularly if there are children involved.</p> <p>At least two 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.
		Total marks for Section C: 15

Section D: Relationships with other people

Question Number	Answer	Mark
7(a)	Correct answer:	2
	<ul style="list-style-type: none"> Many different races and cultures living together in one society. 	
	A correct answer could be <ul style="list-style-type: none"> Many different races. Any alternative wording of the above points is acceptable.	1

Question Number	Indicative content	
7 (b)	<p>Level 3 answers are likely to refer to at least two such teachings as: some religions teach that God loves all his human creatures equally, so all are entitled to equal and fair treatment, and they may refer to specific teachings from the religion(s) studied; there are religious teachings about the dignity and worth of human beings, who should always be treated with respect, and they may refer to specific teachings; there are religious teachings which stress the importance of freedom and justice, and which condemn discrimination and persecution, and they may refer to examples.</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: some religious people believe that their own religion is only one path to God, and that other paths are equally valid; some religious people prefer to emphasise the common ground between religions, and believe that other religions provide insights, which will help them to understand the teachings of their own religion better; for some religious people, their belief in religious freedom and toleration rules out any attempts at proselytisation.</p> <p>At least two 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"> (The belief that) there is truth in all religions and welcoming and working with other people, whatever their religion <p>A partially correct answer could be</p> <ul style="list-style-type: none"> Truth in other religions. <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, based on Hinduism, are likely to refer to at least two such teachings as: Hinduism teaches that human beings must care for the vulnerable, and show them compassion and generosity; it is right to show compassion to others, because all people are equal, as they originated in Brahman; being compassionate to others shows recognition that the divine and human soul are one.</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 religious people believe that men and women have different and unequal roles in society and/or religion, and oppose growing gender equality, and they may refer to specific teachings/practices/examples from the religion(s) studied; some religious people believe that men and women have equal roles in society and/or religion, and are in favour of growing gender equality, and they may refer to specific teachings/practices/examples; within religious traditions, attitudes to the role of women may be changing, as women obtain more responsible jobs in society, or take on leadership roles in religious communities, but not all members of these religious communities may agree with these changes, and they may refer to specific examples.</p> <p>At least two reasons, which explain differing responses, 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.
		Total marks for Section D: 15

Section E

Question Number	Indicative content	
9	<p>The issue is whether only religion can tell us why the universe exists.</p> <p>Level 4 answers are likely to contrast religious teachings about how the universe came into existence, God's role as its creator and sustainer, and such theories as intelligent design, with the lack of any definite scientific evidence that God created the universe, and/or the view that there is no need to look for the origin of the universe outside the universe itself, as it does not require an external cause to explain its existence.</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 one 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 one 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>The issue is whether God has already decided what will happen to us when we die.</p> <p>Level 4 answers are likely to contrast religious teachings about predestination, and may refer to specific teachings from the religion(s) studied, with the view that God's pre-ordaining individual salvation or damnation is incompatible with human responsibility and his judging individuals on the basis of their freely chosen actions.</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 one 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>
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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
11		<p>The issue is whether life can still have a meaning for those who are suffering.</p> <p>Level 4 answers are likely to contrast the view that, for many people, suffering, whether as a result of serious illness or other forms of adversity, can make life seem meaningless, and they may refer to specific examples, with the view that, for many religious people, their religion may explain the purpose of suffering, and help them to bear their own suffering and to go on making a useful contribution to society in spite of it.</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 one 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
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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
12		<p>The issue is whether women have a right to abortion.</p> <p>Level 4 answers are likely to contrast the view(s) that women have a right to control what happens to their own bodies and that the life/health of a pregnant woman is more important than that of an embryo/foetus, with the view(s) that many religious and non-religious people believe that abortion is wrong in all circumstances, or that it can only be justified as the lesser of two evils when there is a serious risk to the woman's life (and they may refer to specific religious teachings or views).</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 one 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
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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
13		<p>The issue is whether religious marriage is the best way to make sure that people stay faithful to each other.</p> <p>Level 4 answers are likely to contrast the view that people do not need to be married in order to stay faithful to each other, provided they love each other, and that there plenty of examples of partners who have done so without a religious ceremony, with the view that religious marriage involves a life long union created on the basis of vows the partners have made before God to remain faithful to each other.</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 one 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
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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>The issue is whether the rights of children get in the way of parental discipline.</p> <p>Level 4 answers are likely to contrast the view that, in order to prevent child abuse, society now places greater emphasis on children's rights, which prevents parents disciplining children as they wish, with the view that there is no reason why children's rights should get in the way of effective parental discipline as there are religious teachings (and they may refer to examples) that parents and children should always treat each other with respect and evidence that successful parenting depends on encouragement, guidance and example, not physical punishment.</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 one 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 one relevant reason.
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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>The issue is whether there will always be conflict in a multi-faith society.</p> <p>Level 4 answers are likely to contrast the view(s) that there are/have been multi-faith societies where religious differences have led to conflict, or that conflict is likely if there are significant differences in religious belief/practice (and they may give examples), with the view(s) that successful multi-faith societies exist; that there are multi-faith societies where conflicts have been resolved; and that religious communities would be able to resolve conflicts if they followed their own religious teachings.</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 one 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 one 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
16		<p>The issue is whether racial harmony is an impossible ideal.</p> <p>Level 4 answers are likely to contrast the view that, around the world, there are many instances, both past and present, of problems related to racial tensions (and they may refer to specific examples) suggesting that racial harmony is an impossible ideal, with the view that, as there are examples of racial harmony in many societies and within religious practice (and they may refer to examples), it is obviously not an impossible ideal.</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 one 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 one 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.
		Total marks for Section E: 20

Paper 1 Mark Scheme
Appendix

Question Number	Indicative content	
1(b)	Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: there is one all-powerful and loving God who has a purpose for all human beings; Jesus taught that human beings have a future life in heaven; they will be judged when they die, and, during their lives, must fit themselves for their future life by following Jesus' example.	
	Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: human existence is cyclical, and individual human beings are subject to the law of karma; as a result, they are reborn into the world, and the law of karma determines their level of existence; individuals seek to escape the cycle of rebirth, and achieve moksha (liberation), through a life of meditation and ascetic practices.	
	Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: Allah assigned to everything he created, including human beings, whatever nature and role he chose for them; he entrusted human beings, as his khalifah or stewards, with the role of governing the world responsibly on his behalf; at the end of their lives, Allah will judge them by their conduct, and decide whether to send them to heaven or hell.	
	Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: those about the resurrection of the dead, in which some Jews believe; those about the immortality of the soul, which goes to heaven, in which others believe; that Jews must live by the Almighty's Law (the Torah), and that what happens to them after death will be determined by how they have led their lives on earth.	
	Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: although human life is cyclical, there is one omnipotent God, who created the universe; individual human beings are capable of realising their relationship with God, and achieving unity with him; they must lead their lives according to the teachings of the gurus, and practise meditation and community service.	
	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	
4(b)	Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: Buddhism teaches the unity and value of all living things; the first of the Five Precepts prohibits killing or harming any living being; Buddhism seeks to end suffering, which is achieved by following the Noble Eightfold Path.	
	Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: the (divine) Brahman and the human soul (atman) are the same; nothing is superior to human life, and every human life is sacred; the principle of ahimsa prohibits violence or cruelty to living things.	
	Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: the Qur'an teaches that Allah created all life, so it belongs to him; as life is a gift from Allah, it is sacred and must be respected; Allah decides the length of each person's life, and human beings must not interfere with Allah's decision.	
	Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: according to Jewish law and tradition, human life is sacred; the Book of Genesis teaches that the Almighty made human beings in his own image, and it is wrong to end their lives; the Sixth Commandment forbids killing.	
	Level 3 answers, based on Sikhism are likely to refer to at least two such teachings as: life is a gift from God, and must be respected; it is for God, not human beings, to decide when someone should die; the Rahit Maryada prohibits killing.	
		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	
5(b)	Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: it is contrary to the Third Precept, which requires that sexual relationships involve two people loving, and receiving love, from each other; it would prevent development of the six paramitas or qualities (morality, in particular), which an individual needs to achieve enlightenment; it is contrary to the First Precept, as it may involve harming another by causing emotional suffering.	
	Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: it is contrary to the teaching that sex should take place between loving couples, in the context of marriage; it is wrong, as it ignores the teaching that human sexuality is a means of strengthening the relationship between a married couple and enabling them to reproduce and create a Christian family; it is condemned, as it involves exploiting others and debasing those who take part in it.	
	Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: it is contrary to the teaching that sex should take place within marriage; it would involve ignoring the teaching that sex relates to the duty of married couples to have children, in order to perpetuate their families; sexual promiscuity would be at odds with the ideal relationship that should exist between a married couple, as exemplified by the gods.	
	Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: men and women must abstain from any promiscuity or fornication; promiscuity would be contrary to the teaching that sex must take place within marriage, which has been ordained by Allah; promiscuity is also condemned as it gives rise to other evils and destroys families.	
	Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: traditionally, sexual relationships outside marriage, including both promiscuity and pre-marital sex, are disapproved of; there are teachings that meaningful pre-marital relationships can be distinguished from mere promiscuity and regarded as sacred; there are also teachings that homosexual relationships need not be regarded as promiscuous, provided they take place in the context of enduring love and faithfulness.	
		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	
8(b)	Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: the Buddha showed compassion when he decided not to turn away from the world, but to share his knowledge with others; Buddhism's main concern is with ending suffering and showing compassion to all living things; Buddhism teaches its followers to lead unselfish, charitable lives.	
	Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: God loves all his human creatures equally, so Christians have a duty to show compassion to other human beings; Jesus taught his followers that they should 'love your neighbour as yourself'; Jesus always showed compassion to the poor and sick, and Christians should follow his example.	
	Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: Qur'anic teachings about sadaqah stress the importance of showing compassion and kindness to those in need; the Third Pillar of Islam concerns the giving of alms to the poor; Muhammad taught his followers to be compassionate and charitable to the poor and needy in any way they could.	
	Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: preoccupation with wealth may lead people to ignore their religious duties, which includes showing compassion for those in need; the Torah requires Jews to give a tenth of their wealth to the poor; the prophets condemned exploitation of the poor, while generosity to them will be rewarded.	
	Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: wealth must be used to help those in need; showing compassion is an essential part of leading a spiritual life; the principle of sewa involves serving and helping others by all possible means.	
		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.

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