

# Mark Scheme (Results)

## Summer 2008

iGCSE

### iGCSE Religious Studies (4425) Paper 01

## Paper 1

### Section A: Human beings and their destiny

Question Number	Answer	Mark
1(a)	Correct answer <ul style="list-style-type: none"> <li>• (The belief that) human beings can act as they please, or similar phrase.</li> </ul>	2
	A partially correct answer could be: <ul style="list-style-type: none"> <li>• Being able to do what you like.</li> </ul> Any alternative wording of the above points is acceptable.	1

Question Number	Indicative content	
1 (b)	Level 3 answers are likely to refer to at least <b>three</b> such ways as: following lifestyles that conserve resources, and they may give examples, such as reducing energy consumption and using public transport; participating in such activities as tree planting, which promote the well-being of the planet; campaigning for conservation locally, and urging local authorities to adopt such environmentally friendly measures as recycling; joining national/international organisations that campaign for conservation.  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	
1 (c)	<p>Level 4 answers are likely to explain that judgement is God deciding human beings' destiny after they die; that it usually involves reward or punishment: being sent to heaven or hell; that judgement is based on how well or badly human beings have behaved during their lives on earth; and that belief in divine judgement will probably make people think seriously about the moral quality of their lives. They may refer to specific beliefs about judgement from the religion(s) studied.</p> <p>A <b>comprehensive</b> explanation must be given 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 <ul style="list-style-type: none"> <li>(The belief that) the soul is reborn into another body, or similar phrase.</li> </ul>	2
	A partially correct answer could be <ul style="list-style-type: none"> <li>Being born again</li> </ul> <p>An alternative wording of the above points is acceptable.</p>	1

Question Number	Indicative content	
2 (b)	<p>Level 3 answers, based on <b>Buddhism</b> are likely to refer to at least <b>two</b> such ideas as: human beings can cause injustice in the world, if they are unable to grasp the true nature of things; people allow the fires of greed, hatred and delusion to burn inside them, and these result in evil and suffering; they must accept 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
2 (c)	<p>Level 4 answers are likely to use such reasons as: there are religious teachings about the existence of the soul (and they may refer to specific teachings from the religion(s) studied); they believe that the uniqueness of human personality and identity requires the existence of an immortal and divine element within the human being; they believe that there is a spiritual element within human beings which lives on after death and will be reunited with its body at the general resurrection; they cannot believe that physical death is the end of a human personality and that there must be a permanent element which survives death.</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>• Changing a person’s whole religious outlook, or similar phrase.</li> </ul>	2
	A partially correct answer could be <ul style="list-style-type: none"> <li>• Changing your mind about your religion.</li> </ul> Any alternative wording of the above points is acceptable.	1

Question Number	Indicative content	
3 (b)	Level 3 answers, based on <b>Sikhism</b> , are likely to refer to at least <b>two</b> such ideas as: there is one, omnipotent God, who created the world, and everything in it; although life is a cycle of reincarnation, human beings can become aware of their relationship with God, and achieve unity with God; to do so, they must follow the teachings of the gurus, and lead good lives of meditation and 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	
3 (c)	<p>Level 4 answers are likely to use such reasons as: those searching for life's meaning and purpose are probably looking for something more than everyday existence (family, friends, job) offers them, and belief in God/religion may provide this; human beings are conscious of their own mortality, and belief in God/religion offers the hope of life beyond physical death; religious teachings address/answer the fundamental questions of life, and enable people to make sense of it.</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
4(a)	<p>Correct answer</p> <ul style="list-style-type: none"> <li>• Belief in one God, or similar phrase.</li> </ul> <p>A partially correct answer could be</p> <ul style="list-style-type: none"> <li>• One God only.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
4 (b)	<p>Level 3 answers are likely to describe one of two possible non-religious attitudes: either (a) the attitude of non-religious people, who favour legalisation of euthanasia for the terminally ill, provided there are safeguards; who think the most important consideration is what dying people want, which may be to end their suffering; and who believe that this matters more than possible abuses, or any harmful effects legalising euthanasia may have on respect for life: or (b) the attitude of non-religious people, who oppose legalisation, because they feel that life is precious, and should not be ended, however badly people are suffering; that it is wrong for society to legalise the premature ending of life, which may also have harmful effects on respect for life in general; that terminally ill people may be pressurised into it; and that it may be abused as a means to cut healthcare costs.</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: if God is omnipotent and omniscient, and made the world, he cannot also be benevolent, as it contains suffering; a benevolent God would do something to end the suffering in the world; good and innocent people suffer as much, or more, than wicked and guilty ones, which a benevolent God would not allow; religious teachings about divine judgement and punishment are at odds with the belief that God is benevolent.</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>



Question Number	Indicative content	
5 (c)	<p>Level 4 answers are likely to explain such examples of how religious communities can help with, and support, the upbringing of families as: holding acts of worship, which focus on the importance of families and the value of family life; providing faith schools/classes, where children can be taught in an educational environment, which reflects and reinforces the beliefs and values of their parents' religion; running a range of activities, such as youth clubs and uniformed groups, which reflect these beliefs and values, and stress responsible citizenship; providing marriage/family counselling and financial support, which help families to overcome problems, and enable children to be raised as responsible family members/members of the community.</p> <p>There must be a developed explanation of at least <b>three</b> examples 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)	Correct answer:	2
	<ul style="list-style-type: none"> <li>A number of different family relations, such as parents, children, grandparents, aunts, uncles, cousins, living together as a unit or close to each other, or similar phrase.</li> </ul>	
	For a partial correct answer	1
	<ul style="list-style-type: none"> <li>A family that includes more relations than just parents and children.</li> </ul>	
	Any alternative wording of the above points is acceptable.	

Question Number	Indicative content	
6 (b)	<p>Level 3 answers, based on Islam, are likely to refer to at least two such teachings as: Islam condemns promiscuity and fornication; it teaches that relationships between the sexes should only take place within marriage, which has been ordained by God; it is only within marriage that men and women should bring children into the world, and raise them to be God's servants.</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: the (married) partners may feel that children would interfere with their relationship with each other and/or their lifestyle; they are worried that they may not be equal to the responsibilities of being parents; they feel the world's increasing, and possibly insoluble, problems (political and religious conflicts, global warming, overpopulation) make it wrong to bring children into it; they do not think they have enough money to meet their children's needs; they are not influenced by religious teachings about the importance of family life/having children.</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 C: 15</b>

## Section D: Relationships with other people

Question Number	Answer	Mark
<b>7(a)</b>	<p>Correct answer:</p> <ul style="list-style-type: none"> <li>• A person being refused a job because of their race or gender, or similar example.</li> </ul>	2
	<p>A correct answer could be</p> <ul style="list-style-type: none"> <li>• Not being given a job because of who you are.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	1

Question Number	Indicative content	
<b>7 (b)</b>	<p>Level 3 answers may describe an international/national example, or one involving local religious communities. There is a wide range of possibilities: different communities sharing places/acts of worship; combining to support international /national/local initiatives to develop mutual understanding and bring people of different faiths together; joint action in support of social initiatives, based on common ethical values; support for/membership of multi-faith organisations. Answers may refer to examples that candidates wish to see put into practice, and to inter-denominational relationships.</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: they do not consider women to be intellectually/emotionally equal to men, and so not entitled to the same rights; equal rights will discourage women from pursuing what they consider their main role as wives and mothers; children, family life and society suffer, if women have equal rights, and, therefore, equal career opportunities; they belong to religions/religious communities that believe men and women have different and unequal roles (and they may refer to specific teachings from the religion(s) studied).</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>Those who are wealthy giving money to the poor, or similar example</li> </ul> <p>A partially correct answer could be</p> <ul style="list-style-type: none"> <li>Helping the poor.</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, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such teachings as: there is only one God, who is the creator of the universe and all that is in it; as God created all people, they are all equal; although the Jews are God's chosen people, God made it clear, through the prophets, that this gives them responsibilities towards other people; many Jews hope for a messianic age of peace and justice for all.</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: both religious and non-religious people should support it, because it is an essential democratic freedom and an essential part of a democratic system of government; both should support it, otherwise they will be unable to express their political views, or criticise government policies; both should support it, because freedom is indivisible, and if free speech is lost, other freedoms are likely to follow; religious people should support it, because, without it, they may be unable to preach and teach their religion freely.</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	
<b>9</b>	<p><b>The issue is whether God is the real cause of moral evil.</b></p> <p>Level 4 answers are likely to contrast the view that, if God is the original and omniscient creator (from nothing) of the world, he is ultimately responsible for all human actions, including those which cause suffering. He created human nature, and knew how human beings would behave. The view that it is human beings themselves, who cause moral evil, they have free will, they are responsible for 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
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 the universe has a purpose.</b></p> <p>Level 4 answers are likely to contrast the view(s) that religions teach, and religious people believe, that the world has a purpose (and they may refer to specific teachings from the religions studied), and it is difficult to see why it exists at all, if it has no purpose, with such views as: there are as many purposes as there are religions, and they are contradictory; if the world has a purpose, it would be obvious to everyone; it does not follow from the fact that many things within the universe have, or are given a purpose, that the universe as a whole has a purpose.</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 <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 religious people behave as if they do not believe in the sanctity of life.</b></p> <p>Level 4 answers are likely to contrast the view that many religious people believe in the sanctity of life (and they may refer to specific teachings from the religions studied), and this is reflected in the way that they conduct their lives (and they may refer to examples), with the view that religious people do not always live up to their beliefs, suggesting they do not take them seriously (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 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 <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>The issue is whether agnosticism is the only sensible attitude to life</p> <p>Level 4 answers are likely to contrast the view that, as religious beliefs, including God's existence, cannot be proved or disproved scientifically, the sensible approach is to keep an open mind, and neither accept nor reject them, with such views as: there are persuasive rational arguments for some religious beliefs, such as God's existence; religion is about faith, and being willing to believe in things that cannot be seen or proved; as religious people derive fulfilment and happiness from their beliefs, keeping an open mind may mean losing an opportunity to change one's life for the better.</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 <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 religious people should get divorced.</b></p> <p>Level 4 answers are likely to contrast the view that many religious people regard marriage as a lifelong, God-given union, so getting divorced would be contrary to their religious beliefs (and they may refer to specific teachings from the religion(s) studied), with the view that, for a variety of reasons (and they may give examples), some marriages just do not work, and that, in these situations, even religious people have to accept that the only sensible course is to bring the marriage to an end.</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 <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	
14	<p><b>The issue is whether the only purpose of human sexuality is enjoyment.</b></p> <p>Level 4 answers are likely to contrast the view(s) that their sexuality is a legitimate source of pleasure for human beings, as well as a means of procreation, and that religions teach that it should be enjoyed (and they may refer to specific teachings from the religion(s) studied), with the view that it has other purposes, such as strengthening the loving relationship between (married) couples, and that an exclusive focus on enjoyment may lead to selfishness, exploitation and damage to relationships (and they may refer to specific teachings 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 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 <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
15		<p><b>The issue is whether it is their own fault if people are poor.</b></p> <p>Level 4 answers are likely to contrast the view that, even in the poorest countries, people rise out of poverty through their own efforts (and they may give examples), that people should do as much as they can to help themselves, and that some poor people may not do enough, with the view that many people in the world are born into extreme poverty, for which they are not responsible, and that such factors as climate, war and disease make it hard for them to improve their situation (and they may give 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 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 <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 all religions should accept and practise inclusivism.</b></p> <p>Level 4 answers are likely to contrast the view that there are religious teachings that suggest that other religions offer valuable insights, that many religious people accept this, welcome the presence of other faiths in society, and work with their members (and they may give examples), with the view that different religions teach different and contradictory things (and they may give examples), and that, although they should tolerate each other, there will be limits to how much agreement and co-operation is possible.</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 <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	
2(b)	<p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such ideas as: human beings can cause injustice in the world, if they disregard, or are ignorant of, what God has revealed to them through Jesus and the prophets; sin gives rise to selfishness and greed in human beings, leading them to treat others unjustly; human beings have freewill, but, as a result of sin, often exercise it in ways that disobey God's law, resulting in injustice.</p>	
	<p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such ideas as: through avidya, being ignorant of the essential nature of things, human beings may treat others unjustly; maya (illusion) about the true nature of the world may lead human beings to behave unjustly; human beings may not appreciate that each individual atman is part of the divine Brahman, and so be unjust to other people.</p>	
	<p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such ideas as: God has given human beings free will, but they may exercise it wrongly, and commit injustice; if human beings are ignorant of, or disregard, the teachings of the Qur'an, they may treat others unjustly; through shirk, the sin of associating other things with God, human beings may not surrender themselves to God's will, and thus behave unjustly.</p>	
	<p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such ideas as: if human beings choose to disobey God and God's law, they may practise injustice; injustice is a manifestation of human sinfulness and disobedience; when human beings allow the evil inclination(s) (Yetzer hara) to overpower the good inclination(s) (Yetzer hatov), injustice will result.</p>	
	<p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such ideas as: injustice arises from haumai, human beings' selfish and materialistic nature; if they do not overcome their desire to live by their own inclinations, rather than in accordance with the will of God, human beings may behave unjustly; injustice results from human beings being governed by the principle of manmukh, and thus ruled by worldly desires and materialism.</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(b)		Level 3 answers, based on <b>Buddhism</b> , are likely to refer to at least <b>two</b> such teachings as: the Buddha would not answer questions about the universe's origin, in order to avoid disputes and fruitless speculation; Buddhism teaches that the universe has no particular purpose, but the universe, and those who inhabit it, are subject to the law of karma; the aim of Buddhism is to show people how to end suffering by escaping from the cycle of rebirth.
		Level 3 answers, based on <b>Christianity</b> , are likely to refer to at least <b>two</b> such teachings as: there is only one God, who is eternal, omnipotent and omniscient; God is the creator of the universe from nothing, and there is an absolute distinction between God and all created things; God is infinitely loving, and has a purpose for all human beings.
		Level 3 answers, based on <b>Hinduism</b> , are likely to refer to at least <b>two</b> such teachings as: the universe was created by Brahman (Nirguna Brahman), the transcendent unifying principle which pervades the universe; human beings can view Nirguna Brahman as Saguna Brahman: as having a particular form, such as Vishnu, Shiva or Lakshmi, which can be worshipped; the universe, and people's lives, are subject to the law of karma, and the aim of life is to escape the cycle of rebirth and achieve moksha (union with God or oneness).
		Level 3 answers, based on <b>Islam</b> , are likely to refer to at least <b>two</b> such teachings as: there is one God (Allah), who is eternal, omnipotent and omniscient: 'there is no God but Allah'; God created the universe, assigning to the things he created the nature and role he chose for them, and he sustains and governs it; God will judge human beings according to their conduct.
		Level 3 answers, based on <b>Judaism</b> are likely to refer to at least <b>two</b> such teachings as: there is only one God, who is eternal, omnipotent and omniscient, and who created the universe and all that it contains; God is omnipresent and active in the world, and individuals can have a personal relationship with him; God is just, but is also merciful.
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: the Buddha taught his followers to avoid sexual pleasures, as these get in the way of spiritual enlightenment; the second and third Noble Truths teach that desire or craving (such as leads to sex before marriage) causes suffering, and must be eliminated, in order to end suffering; sex before marriage breaches the first and third of the five precepts (against harming other living beings and sexual misconduct).
		Level 3 answers, based on <b>Christianity</b> , are likely to refer to at least <b>two</b> such teachings as: marriage is a gift from God, and sex should take place within the loving and lifelong relationship of marriage; both the Old and New Testaments condemn sex before (or outside) marriage, and they may give examples of specific teachings; however, some Christians accept sex before marriage, provided it takes place within a loving, committed and long-term relationship.
		Level 3 answers, based on <b>Hinduism</b> , are likely to refer to at least <b>two</b> such teachings as: at the 'student' stage of their lives, Hindus should remain celibate, to enable them to progress spiritually and educationally; sex before marriage is seen as an obstacle to performance of religious duties and acting rightly, and is generally condemned; sexual relationships belong to the 'householder' stage of life, when Hindus should marry, and have children, in order to perpetuate their families.
		Level 3 answers, based on <b>Judaism</b> , are likely to refer to at least <b>two</b> such teachings as: traditionally, Judaism forbids any sexual relationships outside marriage, and they may give examples of specific teachings; an important purpose of human sexuality is to enable loving couples (within marriage) to procreate, thus ensuring the survival of the community; however, within Reform Judaism, there is (more) acceptance of non-married couples and sexual diversity.
		Level 3 answers, based on <b>Sikhism</b> , are likely to refer to at least <b>two</b> such teachings as: Sikhism teaches that sex should be enjoyed within marriage, and sex before (or outside) marriage is condemned, and they may refer to specific teachings; sex should only take place in marriage, which is a divine institution, and within which husband and wife become one soul in two bodies; sex before marriage is incompatible with the Sikh emphasis on monogamy and high standards of sexual morality.
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 <b>Buddhism</b> , are likely to refer to at least <b>two</b> such teachings as: racism goes against the first of the five precepts, which requires Buddhists not to harm other living creatures; Buddhism is concerned with ending suffering and showing compassion, and these support promoting racial harmony; those who oppose racial harmony are in a state of <i>avijja</i> and <i>kilesa</i> , and are unaware of the Buddha's teaching.
		Level 3 answers, based on <b>Christianity</b> , are likely to refer to at least <b>two</b> such teachings as: Christianity teaches that God loves all his human creatures equally, so Christians have a religious duty to promote racial harmony; Jesus' teachings, as in the Parable of the Good Samaritan, show that racial prejudice and discrimination are wrong; Christian Churches and leaders have taught/teach the importance of racial harmony (and they may refer to specific examples, such as Trevor Huddleston or Desmond Tutu).
		Level 3 answers, based on <b>Hinduism</b> , are likely to refer to at least <b>two</b> such teachings as: Hinduism teaches that all people are equal, as they originated in Brahman, which encourages racial harmony; not being prejudiced, or discriminating, against people of other races, shows love and respect for Brahman, who is present in everyone; Hindu leaders and teachers have taught the importance of racial harmony (and they may refer to specific examples, such as Gandhi).
		Level 3 answers, based on <b>Islam</b> , are likely to refer to at least <b>two</b> such teachings as: Islam condemns racism, and they may refer to specific teachings that promote racial harmony; as God created the universe, and all the people and different races it contains, practising racism is wrong; being part of the <i>ummah</i> means that, irrespective of their race, all Muslims belong to one community.
		Level 3 answers, based on <b>Sikhism</b> , are likely to refer to at least <b>two</b> such teachings as: according to the Guru Granth Sahib, one God created all human beings, so one race is not superior to another; Sikhism teaches that members of all races can achieve salvation, which promotes racial harmony; Sikhism has always opposed the caste system, as it teaches that all human beings are equal, regardless of race.
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.