

Mark Scheme (Results)

November 2010

IGCSE

IGCSE Religious Studies (Unit no.4425/01)



Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

November 2010

All the material in this publication is copyright
© Edexcel Ltd 2010

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)	Correct answer	2
	<ul style="list-style-type: none"> (The idea that) the soul lives on after the death of the body. 	
	<p>A partially correct answer could be:</p> <ul style="list-style-type: none"> People living on after they die. 	1
	Any alternative wording of the above points is acceptable.	

Question Number	Indicative content	
1 (b)	<p>Level 3 answers, based on Buddhism, are likely to refer to at least two such teachings as: Buddhism teaches the unity of all living things, so all living things should be treated with respect; human beings do not have a special place in the universe, and so are not entitled to make use of other living things for their benefit; the first of the Five Precepts forbids killing, including animals.</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: determinism is just the view that every event has a cause, which most people accept, and scientific evidence and our experience of the world support determinism; there is plenty of evidence that people's behaviour is determined by hereditary factors, their background and upbringing, over which they have no control; some people welcome the idea that, if everything is determined beforehand, they can no longer be held responsible for their actions; some people who believe in an omnipotent and omniscient God think that he must determine everything that happens.</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"> Human beings having a duty to look after the planet. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> Human beings caring for the planet. <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
2 (b)	<p>A linear view of human existence.</p> <p>Answers are likely to state that this is the idea that life has a definite beginning and end, and involves such beliefs as: human beings lead only one life; they have a soul which survives death; God will judge them when their lives end, with the good being sent to heaven and the wicked to hell. Answers may refer to specific teaching(s) from the religion(s) studied.</p> <p>Level 3 descriptions must make it clear what a linear view of human existence is, and refer to at least two of the beliefs it involves.</p> <p>A cyclical view of human existence.</p> <p>Answers are likely to state that this is the idea that existence consists of a series of lives, and involves such beliefs as: past deeds determine the nature of the next life; it may or may not involve belief in a permanent soul or self; the ultimate aim is to escape from the cycle of rebirth. Answers may refer to specific teaching(s) from the religion(s) studied.</p> <p>Level 3 descriptions must make it clear what a cyclical view of human existence is, and refer to at least two of the beliefs it involves.</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 explain such religious ideas as: human beings have freewill, so although God has revealed his moral laws to them, and requires them to behave justly, they often choose to disobey, resulting in injustice; human beings are sinful, and this gives rise to selfishness and greed, which leads them to treat other human beings unjustly; human beings suffer from illusions and are ignorant of the true nature of things, and this leads them to behave unjustly towards others; human beings are subject to worldly desires, which means that their evil inclinations often overpower their good ones, leading to injustice. Answers may refer to specific teaching(s) from the religion(s) studied.</p> <p>At least two religious ideas 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)	Correct answer	2
	<ul style="list-style-type: none"> Being released from the limitations of human existence. 	
	A partially correct answer could be <ul style="list-style-type: none"> Being saved. Any alternative wording of the above points is acceptable.	1

Question Number	Indicative content	
3 (b)	Level 3 answers, based on Christianity , are likely to refer to at least two 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. 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 state that, in general, religious people are against abortion, but that, while some religious people believe that it is always wrong, other religious people believe that it is permissible in some circumstances. They will then go on to explain the reasons for these differing attitudes: that some religious people oppose abortion in any circumstances, because they believe that human life begins at/or shortly after conception, is sacred to God, and should not be ended, even at the embryo stage (and they may refer to specific teachings from the religion(s) studied); but that other religious people accept abortion, because they believe that, in some circumstances, such as danger to the pregnant woman's life, or if the pregnancy is the result of rape, it is the lesser of two evils/the most loving way to deal with the situation (and they may refer to specific teachings from the religion(s) studied).</p> <p>At least two differing attitudes must be 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"> The power or the means of making people obey (in religious matters). <p>A partially correct answer could be</p> <ul style="list-style-type: none"> Getting people to obey. <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 refer to at least two such ideas as: the fact that the world operates according to predictable laws of nature, although essential to maintaining a stable environment, often causes suffering (as when someone is struck by a car, which cannot cease to be a solid object at the point of impact); suffering is caused by the presence in the world of diseases and the occurrence of such natural disasters as storms, floods, hurricanes and famine, which are outside human control; human beings contribute to suffering through their wickedness, violence and greed, as in war, torture and robbery.</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 may describe a conversion experience(s) (either in general terms, or one(s) taken from the religion(s) studied: for example, St Paul's experience on the road to Damascus, Acts 9: 3-9) and then explain how this leads to belief in God as the only possible explanation of such an overwhelming experience. Alternatively, they may explain that, in a religious context, a conversion may involve either direct experience/sudden awareness of God/the transcendent, or a realisation (which may be the outcome of reflection on the purpose of life) that God exists (and they may give examples from the religion(s) studied). They will then explain how, as a result of this experience, a person's whole outlook on life may change and they will believe in God.</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"> A number of different family relations, such as parents, children, grandparents, aunts, uncles, cousins, living together as a unit or close to each other. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> A family that includes other relatives. <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 are likely to refer to at least two such attitudes as: artificial contraception is wrong, as God should decide whether or not conception should occur, but natural methods are permissible; contraception must be used in a way that is consistent with religious teachings, shows respect for sexual partners and with full awareness of the consequences of the actions involved; the use of contraception is a matter of personal decision, provided it is used responsibly and within the context of marriage; contraception is permissible in specific circumstances, such as the need to space out children for the family's general welfare or concerns about the mother's health.</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 accept non-traditional sexual relationships, including homosexual ones, because they believe that traditional views are based on social attitudes and disapproval, rather than religious teachings; some religious people accept cohabitation, because they recognize that long-term, loving relationships can exist outside marriage, while effective methods of contraception mean that they need not result in children; some religious people welcome (many of) these changes, because they place more emphasis on loving relationships and the absence of exploitation than observing traditional rules about relationships between the sexes.</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"> Marrying again after being divorced from a previous marriage. <p>For a partially correct answer</p> <ul style="list-style-type: none"> A second marriage. Marrying again <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 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, in order to 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: many women are no longer willing to take on the traditional role of looking after children, because the status of women in society has changed/is changing and women and men have equal rights; there are increasing numbers of divorces, remarriages and reconstituted families, because people are no longer prepared to remain in unhappy relationships for religious or social reasons, and society no longer expects them to do so; there are more non-traditional families, including one-parent families (with an unmarried or divorced parent), because people feel less bound by religious rules or traditional moral standards; there is more involvement in children's upbringing by grandparents and outside childcare agencies, because economic pressures mean that both parents need to work and neither is available for full-time childcare.</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)	<p>Correct answer:</p> <ul style="list-style-type: none"> Any two such examples as: providing financial support for poor members of the religious community, providing overnight shelters for the homeless, running schools/classes to teach people to read and write. <p>A correct answer could be</p> <ul style="list-style-type: none"> Any one such example. <p>Any relevant example is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
7 (b)	<p>Answers are likely to refer to such benefits as: the opportunities to meet, and make friends with, people from different races and cultures; the opportunities to learn about other races and cultures and their history, religions and values; the opportunities to experience, and enjoy variety in, for example, music, literature and food; the opportunity to celebrate diversity and to learn how to co-exist; and such problems as: cultural and/or religious differences causing conflict; if there is a dominant culture associated with one ethnic group, the minority ethnic group(s) feeling that their culture is insufficiently valued; differences/disputes about housing and the way education and other services cater for the different ethnic groups; exploitation of ethnic and cultural differences for political purposes.</p> <p>The question is about both benefits and problems, so Level 3 answers must refer to at least two benefits and one problem, or two problems and one benefit.</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 state that religious inclusivism involves the belief that there is truth in all religions and that religious communities should work together and help each other. They will then go on to explain the reasons why there are differing attitudes within religious communities towards it: that some religious people support inclusivism, because they believe that all religions are paths to God/religious truth, that other religions offer insights which will help them towards salvation/enlightenment, and that their shared understanding of the religious dimension of life should bring all religious people together; but that other religious people are against inclusivism, because they believe that their religion is the only way to God/salvation/religious truth, that the teachings of other religions are (to some extent) mistaken, and that members of other religions should either be converted or merely tolerated.</p> <p>At least two differing attitudes must be 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
8(a)	Correct answer	2
	<ul style="list-style-type: none"> Any two such examples as: freedom of speech, freedom of religion. 	
	<p>A partially correct answer could be</p> <ul style="list-style-type: none"> Any one such example. <p>Any relevant example is acceptable.</p>	1

Question Number	Indicative content	
8 (b)	<p>Level 3 answers, based on Hinduism, are likely to refer to at least two such teachings as: it is right to help others, and to relieve their suffering, because this will help to accrue good karma and a favourable rebirth; practising charity towards the poor shows love and respect for Brahman, because it is a way of showing understanding of the principle that the divine (Brahman) is present in each individual (atman); those who are able to do so should give away any surplus wealth to the poor, because it is important to try to equip them with the means of providing for themselves.</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/religious groups believe that men and women have different and unequal roles in society, which may lead to women being treated less favourably in some societies, and they may refer to teachings/examples; some religions/religious groups emphasise men's role as head of the family and provider, and women's role as wife and mother, and they may refer to teachings/examples; some religions/religious groups believe that women are religiously equal to men, but have different roles in religion and in society, and they may refer to teachings/examples; some religions/religious groups believe that men and women do not have equal roles in religion, so women are denied leadership roles in religious communities, and they may refer to teachings/examples.</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 D: 15

Section E

Question Number	Indicative content	
9	<p>The issue is whether there is such a thing as divine judgement.</p> <p>Level 4 answers are likely to contrast the view that, if God has a purpose for human beings, he will decide their destiny, and/or religious teachings about divine judgement (and they may refer to specific ones), with such views as: the issue only arises for those who believe in (a certain type of) God; some religions emphasise divine judgement (and its consequences) more than others; it is possible to believe in an afterlife without believing in divine judgement; we fear divine judgement because we refer to it in terms associated with a court of law, but even if there is divine judgement, it is not necessarily something to fear.</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 there is every reason to believe that human beings have a soul.</p> <p>Level 4 answers are likely to contrast religious teachings about the existence of the soul (and they may refer to specific teachings) and beliefs that individual human identity can only be explained if there is a permanent, non-material element in each person, with such views as: there is no scientific proof that the soul exists; we now know that human beings are psychophysical beings, whose minds/spirits and bodies are interdependent, but belief in the soul suggests that that they are completely separate; talk of the soul is just a poetic way of emphasising the importance of the spiritual aspect of human life.</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	
11	<p>The issue is whether terminally ill human beings have a right to euthanasia.</p> <p>Level 4 answers are likely to contrast the view(s) that, to reduce suffering and/or in the interests of individual responsibility and freedom, society should allow terminally ill people to receive medical help to end their lives, if they wish, with such views as: euthanasia goes against religious teachings that God gives life, so it is for God to decide when it should end; terminally ill people may feel pressurised by their family, their carers, their awareness that they are consuming precious medical resources, or the misery/hopelessness of their condition, to end their lives, against their true inclinations; medical advances are taking place all the time, and so an apparently ill person may miss out on the chance of treatment.</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	
12	<p>The issue is whether only religion can give life a purpose.</p> <p>Level 4 answers are likely to contrast the view(s) that only religion/religious belief can give people the sense of purpose that comes from carrying out God's will and/or the hope of a future life/continuing existence, with such views as: people can give a purpose to their own lives, through their aspirations, achievements and relationships; without a religion, people can have making the world a better place as their main focus, rather than worrying about what will happen when they die; there is plenty of evidence of people with no religious beliefs leading purposeful lives.</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
13		<p>The issue is whether non-religious people have any reason to object to divorce.</p> <p>Level 4 answers are likely to contrast the view(s) that non-religious people do not have religious reasons for objecting to divorce, as they do not believe that it involves breaking vows made before God (and they may refer to specific religious teachings), with the view that they will be just as concerned as religious people about the unhappiness divorce causes, its impact on children, and the effects of divorce on family life and social stability.</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	
14	<p>The issue is whether procreation is the only purpose of human sexuality.</p> <p>Level 4 answers are likely to contrast the view(s) that the main, if not the only, purpose of human sexuality is procreation, because this satisfies people’s desire/need for children, ensures the survival of the human race, and fits in with religious teachings (and they may refer to examples), with the view(s) that it has other purposes, such as being a source of pleasure and a means of strengthening the loving relationship between (married) couples, and that there are religious teachings (and they may refer to examples) that it should be enjoyed as well as being regarded as the means of procreation.</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
15		<p>The issue is whether it is ever right to challenge other people's religious beliefs.</p> <p>Level 4 answers are likely to contrast the view(s) that religious beliefs are of such fundamental importance to many religious people, and the likelihood of their being offended by (certain kinds of) challenges to them so great, that, even in a democratic society, people should refrain from doing so, with the view(s) that, challenging other people's beliefs is an essential part of free speech, and that no subject, however sensitive, can be excluded from its scope without damaging democratic freedom(s); some religious beliefs seem wrong and/or harmful, and ought to be challenged; such a view would rule out proselytisation, in which many religious people wish to engage.</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	
16	<p>The issue is whether only religious people are really capable of sharing in the suffering of others.</p> <p>Level 4 answers are likely to contrast the view(s) that only people who have the insights into the nature of the human condition, which derive from religious beliefs and ethical systems based on those beliefs, are capable of the level of self-sacrifice and commitment needed to share in the suffering of others/show compassion (and they may refer to examples, such as the work of religious charities in tackling disease and poverty), with the view(s) that being willing to share in the suffering of others is a natural and general response to the human condition, which is not confined to religious people (and they may refer to examples, such as the demanding voluntary work done by non-religious people/organisations).</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: traditional Christian teaching emphasises the differences between human beings and animals, and holds that God created animals for human beings to use as they wish; recent teaching stresses the common origin of human beings and animals as part of God's interdependent creation; treating animals with respect is part of the Christian teaching that human beings should see themselves as stewards and conservers of the natural world, not its rulers and exploiters.	
	Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: most Hindus accept the idea that all living beings share the same divine atman although human beings are superior to animals, the principle of ahimsa forbids violence or cruelty to living things; Hindus are not allowed to eat beef, and most are vegetarian; the cow is a sacred animal, which Hindus are not allowed to kill.	
	Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: Allah made all living things, but the Qur'an teaches that human beings may use animals for their benefit; there are traditions that Muhammad was kind to animals, and Muslims should avoid treating them cruelly; Shari'ah law lays down specific rules for the slaughter of animals.	
	Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: the Almighty created everything, including animals, so animals must not be treated cruelly; however, human beings have dominion over the rest of creation, and so are permitted to use them for their own benefit, provided they also take care of them; Jewish law lays down specific rules (shechita) for the slaughter of animals.	
	Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: eating meat from animals killed by cruel methods, or for sacrifice, is forbidden; any meat must be killed with one stroke; many Sikhs choose to be vegetarians, although Guru Nanak rejected the view that vegetarianism is spiritually preferable to meat-eating; many Sikhs choose not to eat beef, although Guru Nanak rejected the view that the cow is more sacred than other animals.	
	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 Buddhism , are likely to refer to at least two 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 Hinduism , are likely to refer to at least two such teachings as: Brahman (Nirguna Brahman) is the source of all life, the transcendent unifying principle which pervades the universe; human beings can view Brahman as having a particular form, such as Brahma the creator who 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 Islam , are likely to refer to at least two such teachings as: there is one God, Allah, who is eternal, omnipotent and omniscient: 'there is no God but Allah'; Allah created the universe, assigning to the things he created the nature and role he chose for them, and he sustains and governs it; Allah will judge human beings according to their conduct.	
	Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: there is only one God, the Almighty, who is eternal, omnipotent and omniscient, and who created the universe and all that it contains; the Almighty is omnipresent and active in the world, and individuals can have a personal relationship with him; the Almighty is just, but also merciful.	
	Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings 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	
6(b)	Level 3 answers, based on Buddhism , are likely to refer to at least two 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 Christianity , are likely to refer to at least two such teachings as: marriage is a gift from God, and sex should take place within the loving and lifelong relationship of marriage; both 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 Hinduism , are likely to refer to at least two such teachings as: at the 'student' stage of their lives, Hindus should remain celibate, to enable them to progress spiritually and educationally; pre-marital sex 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 Judaism , are likely to refer to at least two 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 community's survival; however, within Reform Judaism, there is (more) acceptance of non-married couples and sexual diversity.	
	Level 3 answers, based on Sikhism , are likely to refer to at least two 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.	
	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: Buddhism is concerned with ending suffering and showing compassion to all living things; the Buddha taught that those who are wealthy should not become slaves of their wealth, but, recognising that it, like everything else, is impermanent, use it for the benefit of themselves and others; Buddhists are encouraged to support the Sangha; giving, without expecting any return, is a means of earning merit.	
	Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: Christianity teaches that God loves all his human creatures equally, so it is the religious duty of wealthy Christians to show their love for those who are poor by helping them; Jesus taught that wealthy people should not become obsessed with money, but should use it to help the poor (and they may refer to specific teachings); Christians have campaigned against world poverty, and urged their members in wealthy countries to help those who live in poverty (and they may refer to specific examples).	
	Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: the Third Pillar of Islam concerns the giving of alms to the poor, set at an annual minimum of two and a half per cent of assets after certain deductions; the Qur'an specifies the recipients of zakat as including the poor and debtors; everything belongs to God, and human beings hold their wealth in trust, so, by giving wealth to the poor, they are thanking God; wealth and its possession are purified (zakat: purification) by giving part of it to the poor.	
	Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: there are teachings in Judaism which condemn love of wealth and pursuit of money for its own sake (and they may refer to specific teachings); Judaism teaches that preoccupation with wealth may lead people to forget God, and so neglect their religious duties, which include giving charity to the poor; Jews are required to donate a tenth of their wealth to the poor.	
	Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: Sikhism teaches that the wealthy have a duty to help the poor (and they may refer to specific teachings); in Sikhism, charitable giving is a central part of what it means to lead a spiritual life; the principle of sewa emphasises the importance of making sacrifices for the good of others.	
		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.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH