

Mark Scheme November 2007

IGCSE

IGCSE Religious Studies (4425)

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November 2007

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Paper 1: Beliefs and Values - Mark Scheme

Section A: Human beings and their destiny

| Question Number | Answer | Mark |
|-----------------|---|-----------------------|
| 1(a) | <p>Correct answer:</p> <ul style="list-style-type: none"> (The belief that) all living creatures are part of the same process of development. <p>A partially correct answer could be:</p> <ul style="list-style-type: none"> Humans and animals having a lot in common. <p>Any alternative wording of the above points is acceptable. Accept note form.</p> | <p>(2)</p> <p>(1)</p> |

| Question Number | Indicative content | |
|-----------------|--|---|
| 1(b) | <p>A linear view of human existence. Level 3 answers are likely to state that this is the idea that life has a definite beginning and end; that human beings lead only one life; that human beings have a soul which survives death; and that it may involve divine judgement when it ends, with the good being sent to heaven and the wicked to hell. Answers may refer to specific teachings from the religion(s) studied.</p> <p>A cyclical view of human existence. Level 3 answers are likely to state that this is the idea that existence consists of a series of lives, with past deeds determining the nature of the next; that it may or may not involve belief in a permanent soul or self; and that the ultimate aim is to escape from the cycle. Answers may refer to specific teachings from the religion(s) studied.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> | |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For an isolated example of relevant knowledge |
| Level 2 | 3-4 | For basic relevant knowledge, presented within a limited structure |
| Level 3 | 5 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |

| Question Number | Indicative content |
|-----------------|--|
| 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; 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; if everything is determined beforehand, there is no need to take responsibility for what happens; if there is an omnipotent and omniscient God, he must determine everything.</p> <p>At least two reasons must be developed to reach Level 4.</p> |

| | | Answers which describe, rather than explain, will not go beyond Level 1. Other approaches are possible and must be rewarded according to the levels. |
|---------|------|---|
| 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"> The idea that the soul lives on after the death of the body. | (2) |
| | A partially correct answer could be: <ul style="list-style-type: none"> The idea that people survive death. <p>Any alternative wording of the above points is acceptable. Accept note form.</p> | (1) |

| Question Number | Indicative content | |
|-----------------|---|---|
| 2b) | Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: there is one all-powerful and loving God who has a purpose for all human beings; Jesus taught that human beings have a future life in heaven; they will be judged when they die, and, during their lives, must fit themselves for their future life by following Jesus' example. 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 |
|-----------------|---|
| 2 (c) | Level 4 answers are likely to use such reasons as: there are religious teachings that moral evil exists in the world because of human sin (and they may give examples from the religion(s) studied); as sin is rebellion against God, the creator and sustainer of the universe, and involves being cut off from him, it is bound to be at the root of human wrongdoing; as sin is behaviour that breaks God's law/commandments, it indicates more deep-seated wickedness than breaking merely human law. |

| | | <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. |

Section B: The meaning and purpose of life

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

| Question Number | Indicative content | |
|-----------------|--|---|
| 3(b) | <p>Level 3 answers are likely to refer to at least two such ideas as: each individual gives a meaning to his/her/own life, through his/her aspirations, achievements and relationships; people who do not believe in God/religion find life and what it has to offer just as interesting and worthwhile as those who do; non-religious people can focus on this life, and making the world a better place, rather than worrying about what is going to happen when they die; talk of 'the meaning of life' suggests there is only one, and is just a device for trying to persuade people to believe in God.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> | |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For an isolated example of relevant knowledge |
| Level 2 | 3-4 | For basic relevant knowledge, presented within a limited structure |
| Level 3 | 5 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |

| Question Number | Indicative content | |
|-----------------|--|---|
| 3 (c) | <p>Level 4 answers are likely to explain that, as everything within the world appears to have a cause, and there cannot be an infinite series of causes, there must be a first cause of the world: God; or that, as everything within the universe appears to have a cause, the universe as a whole must have a cause, and the only cause capable of producing such an effect is God.</p> <p>A comprehensive 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 |
|-----------------|--|-----------------------|
| 4(a) | <p>Correct answer:</p> <ul style="list-style-type: none"> That it resembles things made by human beings/seems to have a purpose. <p>A partially correct answer could be:</p> <ul style="list-style-type: none"> That God made the world. <p>Any alternative wording of the above points is acceptable. Accept note form.</p> | <p>(2)</p> <p>(1)</p> |

| Question Number | Indicative content | |
|-----------------|--|---|
| 4(b) | <p>The (divine) Brahman and the human soul (atman) are the same; nothing is superior to human life, and every human life is sacred; all individual human beings are reflections of ultimate reality, so human life should be respected; the principle of ahimsa prohibits violence or cruelty to living things.</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: the world is too imperfect to have been made by a God who is all-knowing; if God is all-knowing, he would have foreseen all the suffering the world contains, and made a better one; God cannot know how much people suffer otherwise he would do something about it (and they may refer to specific 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. |

Section C: Marriage, family life and human relationships

| Question Number | Answer | Mark |
|-----------------|--|------|
| 5(a) | Correct answer: | (2) |
| | <ul style="list-style-type: none"> The legal ending of a marriage. | |
| | A partially correct answer could be: | (1) |
| | <ul style="list-style-type: none"> When a marriage comes to an end. | |
| | Any alternative wording of the above points is acceptable. Accept note form. | |

| Question Number | Indicative content | |
|-----------------|---|---|
| 5(b) | <p>Level 3 answers, based on Judaism are likely to refer to at least two such teachings as: traditionally, sexual relationships outside marriage, including both promiscuity and pre-marital sex, are disapproved of, and they are condemned in the Talmud; some Jews now distinguish between meaningful pre-marital relationships, which can be regarded as sacred, and mere promiscuity; some Jews do not regard homosexual relationships as promiscuous, provided they take place in the context of enduring love and faithfulness.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> | |
| | 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: there are religious teachings about responsibilities towards children (and they may refer to specific teachings from the religion(s) studied); many religious teachings emphasise love and care for others (and they may refer to specific teachings from the religion(s) studied); religious people will want to reflect the love God has for them in their own lives, and particularly towards the young and vulnerable; many religious people feel that supporting/campaigning for the rights of children is the most effective way to end child abuse and exploitation.</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> | |

| | | Other approaches are possible and must be rewarded according to the levels. |
|---------|------|--|
| 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"> Changing the basic structure of human life by medical means. <p>A partially correct answer could be:</p> <ul style="list-style-type: none"> Science changing the nature of human beings. <p>Any alternative wording of the above points is acceptable. Accept note form.</p> | (2) (1) |

| Question Number | Indicative content | |
|-----------------|---|---|
| 6(b) | <p>Level 3 answers are likely to refer to at least two such responses as: some non-religious people think that they should change to reflect contemporary social attitudes; some non-religious people think that they should change, because society, and the role of women, in particular, has changed; some non-religious people think the changes are wrong, and reflect/result in too much emphasis on the purely sexual aspect of human 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 |
|-----------------|--|
| 6(c) | <p>Level 4 answers are likely to explain that parents are responsible for the upbringing and welfare of their children, which involves providing them with a loving home, ensuring they are cared for and educated, and equipping them to earn a living and take their place as responsible members of society; and that children's responsibilities include respect for, and obedience to, their parents, and responding positively to the opportunities their parents give them. Answers may refer to responsibilities to/of</p> |

| | | <p>grandparents; those that arise from membership of particular religions/religious communities; and specific teachings from the religion(s) studied.</p> <p>A comprehensive 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. |

Section E: Relationships with other people

| Question Number | Answer | Mark |
|-----------------|---|----------------|
| 7(a) | <p>Correct answer:</p> <ul style="list-style-type: none"> A person's right to follow, or not to follow, a religion. <p>A partially correct answer could be:</p> <ul style="list-style-type: none"> Being able to worship as one wishes. <p>Any alternative wording of the above points is acceptable. Accept note form.</p> | (2) (1) |

| Question Number | Indicative content | |
|-----------------|--|---|
| 7(b) | <p>Level 3 answers, based on Buddhism, are likely to refer to at least two such teachings as: the Buddha showed compassion, when he decided not to turn away from the world, but share his knowledge with others; Buddhism's main concern is with ending suffering and showing compassion to all living things; those who accept the Buddha's teachings, and follow the Noble Eightfold Path, will show compassion to others; Buddhism teaches its followers to lead unselfish, charitable lives.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> | |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For an isolated example of relevant knowledge |
| Level 2 | 3-4 | For basic relevant knowledge, presented within a limited structure |
| Level 3 | 5 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |

| Question Number | Indicative content | |
|-----------------|---|--|
| 7(c) | <p>Level 4 answers are likely to use such reasons as: some 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; some religions/religious groups emphasise men's role as head of the family and provider, and women's role as wife and mother; 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. Answers may refer to beliefs/teachings/examples from the religion(s) studied.</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</p> | |

| | | the levels. |
|---------|------|--|
| 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"> Giving money to the poor, helping people who are in trouble. <p>A partially correct answer could be:</p> <ul style="list-style-type: none"> Being kind and helpful to people. <p>Any alternative wording of the above points is acceptable. Accept note form.</p> | <p>(2)</p> <p>(1)</p> |

| Question Number | Indicative content | |
|-----------------|---|---|
| 8(b) | <p>Level 3 answers are likely to refer to at least three such ways as: they can ensure that they follow non-racist principles in their own lives, and set an example to others; they can try to make others aware that racism exists and is wrong; they can work to ensure that their workplaces, and any organisations/societies, to which they belong, are free of racism; they can support organisations that campaign against racism; they can participate in any initiatives to combat racism by their religious communities, or within their local communities.</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: they believe in religious freedom and toleration of other religions, and that these can only be developed in a multi-faith society; they believe that they can learn from the beliefs, traditions and practices of other religions; the presence in society of different religions provides opportunities to celebrate religious diversity; a variety of places</p> |

| | | <p>of worship, and celebration of different religious festivals, makes society more interesting and colourful.</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. |

Section E

| Question Number | Indicative content | |
|-----------------|--|---|
| 9 | <p>Level 4 answers are likely to contrast the view(s) that animals are creatures that human beings should feel responsible for, and Islamic and religious teachings about concern for animal welfare, with the view that animals are not rational beings, that human beings need animals as sources of food and clothing, and for medical research. That, despite laws banning cruelty, these uses inevitably subject animals to fear, discomfort and death.</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>Level 4 answers are likely to contrast religious teachings about predestination, and may refer to specific teachings from the religion(s) studied, with the view(s) that God's pre-ordaining individual salvation or damnation is incompatible with human responsibility and his judging individuals on the basis of their freely chosen actions.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p> | |
| 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>Level 4 answers are likely to contrast the view(s) that there is no incontestable evidence of God's existence, and few now regard the traditional arguments for God's existence as proofs, with the view that many people are sure that God exists, for such reasons as religious teaching, revelation and/or religious experience.</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>Level 4 answers are likely to contrast the view that it is hard for people to explain the existence of suffering in the world, if the world was created/designed by a loving (and possibly omnipotent) God, with the view that there are religious teachings that explain why suffering in the world, and/or that religious people may be more concerned with responding to/relieving suffering than explaining 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 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>Level 4 answers are likely to contrast the view that non-religious people do not have religious reasons for such concern, as marriage breakdown does not involve, for example, breaking vows made before God (and they may refer to specific religious teachings), with the view that they will share religious people's concerns about its personal and social effects.</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>Level 4 answers are likely to contrast the view(s) that communities can support parents with the upbringing of their children in a variety of ways (and they may give examples), and that children from religious backgrounds are more likely to be responsible citizens, with the view(s) that what matters most is the quality of parental care, which non-religious parents can provide well, and that children who come from non-religious backgrounds are worse than those who do.</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>Level 4 answers are like to contrast the view(s) that, throughout religious people have persecuted others in the name of religion, with the view(s) that, religious groups have often supported/cooperated with dictatorial regimes (and they may give examples), with the view(s) that, religious people may have done/do, there are religious teachers who support human rights, while many religious people have been/are not defenders of them (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 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>Level 4 answers are likely to contrast the view that charity, by itself, will not solve the problems of poverty, as its recipients can become dependent on it, and so unwilling to work out the means of helping themselves, with the view that there are some situations, such as natural disasters, where charity is the only possible response, while charity and promoting economic development are not incompatible.</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. |

Appendix to Paper 1 Mark Scheme: Answers based on other religions

| Question Number | Indicative content | |
|-----------------|---|---|
| 2(b) | Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: human existence is cyclical, and individual human beings are subject to the law of karma and reborn into the world; the goal of human beings is to escape the cycle of rebirth, and the suffering it involves, and achieve nibbana (the extinction of desires, liberation); to do so, they must heed the Buddha's teaching and follow the Noble Eightfold Path. | |
| | Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: human existence is cyclical, and individual human beings are subject to the law of karma; as a result, they are reborn into the world, and the law of karma determines their level of existence; individuals seek to escape the cycle of rebirth, and achieve moksha (liberation), through a life of meditation and ascetic practices. | |
| | Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: God created the world and everything it contains, and assigned to the things he created, including human beings, whatever nature and role he chose for them; he entrusted human beings, as his khalifah (stewards), with the task of ruling the world responsibly on his behalf; at the end of their lives, God will judge them by their conduct, and decide whether to send them to heaven or hell. | |
| | Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: some Jews believe in resurrection of the dead; others hold that the soul is immortal, and goes to heaven; they believe that they must live by God's Law (the Torah), and that what happens to them after they die will be determined by how they have led their lives on earth. | |
| | Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: although human life is cyclical, there is one omnipotent God, who created the universe; individual human beings are capable of realising their relationship with God, and achieving unity with him; to do so, they must lead their lives according to the teachings of the gurus, and practise meditation and community service. | |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For an isolated example of relevant knowledge |
| Level 2 | 3-4 | For basic relevant knowledge, presented within a limited structure |
| Level 3 | 5 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |

| Question Number | Indicative content | |
|-----------------|--|---|
| 4(b) | Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: Buddhism teaches the unity and value of all living beings; the first of the Five Precepts prohibits killing or harming any living being; Buddhism is concerned with the cessation of suffering, which is achieved by following the Noble Eightfold Path. | |
| | Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: God created the universe and everything it contains, so life is God-given and valuable; human beings are made in God's image, so human life is sacred; killing others involves breaking the commandment, 'You shall not kill', and disobeying the teaching of Jesus. | |
| | Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: The Qur'an teaches that God created all life, so it belongs to him; as life is a gift from God, it is sacred and must be respected; God decides the length of each person's life, and human beings must not interfere with God's decision. | |
| | Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: according to Jewish law and tradition, human life is sacred; the Book of Genesis teaches that God made human beings in his own image, and it is wrong to end their lives; the sixth commandment forbids killing. | |
| | Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: life must be respected, as it is a gift from God; it is for God, not human beings, to decide when someone should die; the Rahit Maryada prohibits killing. | |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For an isolated example of relevant knowledge |
| Level 2 | 3-4 | For basic relevant knowledge, presented within a limited structure |
| Level 3 | 5 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 5(b) | | Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: it is contrary to the third precept, which requires that sexual relationships involve two people loving, and receiving love from, each other; it would prevent development of the six paramitas or qualities (morality, in particular), that an individual needs to achieve enlightenment; it is contrary to the first precept, as it may involve harming another, by causing emotional suffering. |
| | | Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: it is contrary to the teaching that sex should take place between loving couples, in the context of marriage; it is wrong, because it ignores the teaching that human sexuality is a means of strengthening the relationship between a married couple, and enabling them to reproduce, and create a Christian family; it is condemned, because it involves the exploitation of others, and debases those who engage in it. |
| | | Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: it is contrary to the teaching that sex should take place within marriage; it would involve ignoring the teaching that sex relates to the duty of married couples to have children, in order to perpetuate their families; sexual promiscuity would be at odds with the ideal relationship that should exist between a (married) couple, as exemplified by the gods (Shiva and Parvati). |
| | | Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: Islam teaches that men and women must abstain from any promiscuity or fornication; promiscuity would be contrary to the teaching that sex must only take place within marriage, which has been ordained by God; promiscuity is also condemned because it gives rise to other evils and destroys families. |
| | | Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: it is contrary to the teaching that sexual relationships must take place within marriage; within marriage, two people become one soul in two bodies; sexual promiscuity goes against Sikh teaching about the importance of monogamy and high standards of sexual morality. |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For an isolated example of relevant knowledge |
| Level 2 | 3-4 | For basic relevant knowledge, presented within a limited structure |
| Level 3 | 5 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 7(b) | | Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: Christianity teaches that God loves all his human creatures equally, so Christians have a duty to show compassion to their fellow human beings; Jesus taught his followers that they should 'love your neighbour as yourself'; Jesus always showed compassion to the poor and sick, and Christians should follow his example. |
| | | Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: Hinduism teaches that human beings must care for the vulnerable, and show them compassion and generosity; it is right to show compassion to others, because all people are equal, as they originated in Brahman; being compassionate to others shows respect for Brahman, who is present in everyone. |
| | | Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: Qur'anic teachings about sadaqah stress the importance of showing compassion and kindness to those in need; the Third Pillar of Islam concerns the giving of alms to the poor; Muhammad taught his followers to be compassionate and charitable to the poor and needy in any way they could. |
| | | Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: Judaism teaches that preoccupation with wealth may lead people to forget God, and thus ignore their religious duties, which involve helping those in need; the Torah requires Jews to give a tenth of their wealth to the poor; the prophets condemned exploitation of the poor, while generosity to them will be rewarded ('He who is kind to the poor lends to the Lord, and he will repay him for his deed', Proverbs, 19:17). |
| | | Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: according to Sikhism, wealth must be used to help those in need; showing compassion is an essential part of leading a spiritual life; the principle of sewa involves serving and helping others by any possible means. |
| 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. |

Paper 2: The Religious Community - Mark Scheme

Buddhism

| Question Number | | Indicative content |
|-----------------|------|---|
| 1 (a) | | <p>Level 4 answers are likely to describe at least two such activities as: everyone in the community will try to get to the vihara; they will renew vows, saying together the Three Refuges and the Five Precepts; there will be time for meditation; they may make gifts of food for the monks and make offerings in the shrine room ; there may be dramatic performances and films related to the theme of the festival; people often send each other Wesak cards with pictures of the Buddha's life on them.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 1 (b) | | <p>Level 4 answers are likely to use such reasons as: some Buddhists believe that married householders can reach enlightenment so there is a need for a specifically religious marriage ritual; some Buddhists see marriage ceremonies as an important reflection of the culture of the country in which they live; marriage ceremonies are important as a public declaration of the bonding of two families.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 2 (a) | | <p>Level 4 answers are likely to outline at least two such roles as: they help lay Buddhists to understand Buddhist teaching more fully; they follow the Buddha's teaching about performing tasks which contribute to the wider Buddhist community; they provide lay Buddhists with an opportunity to gain merit by supporting them.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 2(b) | | <p>Level 4 answers are likely to use such reasons as: they contain the Vinaya which has the rules for monastic living; they contain the teachings of the Buddha which provide the essential guidance for all Buddhists; they contain the higher teaching of the Abhidhamma which gives further commentary on the teaching of the Buddha.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 3(a) | | <p>Level 4 answers may outline at least two of the following ways: some Buddhists may follow the first precept by adopting a vegetarian diet; the second and fourth precept may be followed by being strictly honest and fair with other people; the third precept may be followed by being faithful to a spouse; the fifth precept may be followed by a simple avoidance of drink or drugs.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 3(b) | | <p>Level 4 answers are likely to explain that the five additional precepts may: help a person to achieve enlightenment; it is hoped that being required to refrain from handling gold or silver will prevent greed from being a distraction; refraining from ornaments or perfume may prevent vanity from standing in the way of the path to enlightenment; similarly for luxury.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 4(a) | | <p>Level 4 answers are likely to outline at least two of such teachings as: suffering is the result of too much attachment to illusory passions; the only way to break free from suffering is to achieve enlightenment by seeing true reality.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 4(b) | | <p>Level 4 answers are likely to use such reasons as: Bodhisattvas show the potential for enlightenment which is present in all beings; they provide encouragement to those who may have their view clouded by ignorance or delusion; they set examples of right conduct; they are models of the principle of selfless compassion.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 5(a) | | <p>Level 4 answers are likely to describe at least two of the following: the Buddha preached his first sermon there; at Sarnath he first outlined the Four Noble Truths and described the Middle Way; he gathered his first disciples there.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 5(b) | | <p>Level 4 answers are likely to use such reasons as: the Mahabodhi Temple at Bodh Gaya is the single most important place in the Buddhist world because it is the place where full enlightenment was first realised; it contains the diamond seat upon which the Buddha attained full enlightenment; it is a place of pilgrimage for both Hindus and Buddhists which enables them to respect each others' teachings.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

Christianity

| Question Number | Indicative content | |
|-----------------|---|---|
| 6(a) | <p>Level 4 answers are likely to outline such ways as: special Easter services take place on Holy Saturday Night and Easter Sunday Morning which Christians will try to attend; baptismal vows are renewed; the Paschal/Easter candle is lit; symbols of new life and resurrection such as decorated eggs or flowers may be given or worn.</p> <p>At least four ways must be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | Indicative content | |
|-----------------|--|--|
| 6(b) | <p>Level 4 answers are likely to use such reasons as: the Eucharist is a reminder of Jesus' sacrifice and resurrection; as Holy Communion it unites the congregation with God; it was commanded by Jesus that Christians should celebrate the Eucharist; for Roman Catholic Christians, the bread and wine become, in a mystical way, the body and blood of Jesus.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> | |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 7(a) | | <p>Level 4 answers are likely to describe such roles as: the priest can administer those sacraments which the laity cannot (such as saying the words of the consecration at mass); he is the spiritual guide of the congregation; as a celibate he is in a better position to give his time to the running of church affairs.</p> <p>At least four ways must be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 7(b) | | <p>Level 4 answers are likely to use such reasons as: Roman Catholic Christians emphasise that God's teaching needs to be interpreted by the Church, and therefore the figures of authority in the church have a greater role than the laity; other Christian groups emphasise that God's will is revealed through personal prayer or Bible readings, therefore the laity have a more significant role; some Christians believe that if the laity are given too much authority then there is too much opportunity for misunderstanding to arise; some Christians feel that the laity must be given a greater role to prevent the church from becoming corrupt.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 8(a) | | <p>Level 4 answers will describe the teaching about divorce and adultery contained in Matthew 5: if a man looks at a woman lustfully, he has already committed adultery with her in his heart; anyone who divorces his wife except for fornication makes her an adulteress; anyone who marries a divorced woman commits adultery; Jesus said that these teachings completed the Old Testament laws from Exodus and Deuteronomy.</p> <p>At least two distinct teachings must be described to reach level 4 (although Biblical quotations are not necessary).</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For an isolated example of relevant knowledge. |
| Level 2 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 8(b) | | <p>Level 4 answers are likely to use such reasons as: if almsgiving, prayer and fasting are carried out publicly, it can lead to hypocrisy; if they are not done in secret they may well be done for the wrong reasons; only such actions done in secret will be rewarded by God.</p> <p>At least two ways must be explained to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 9(a) | | <p>Level 4 answers are likely to outline such events as: the arrest in Gethsemane; the trials before the High Priest and Pontius Pilate; the crowd calling for the release of Barabbas; the torture and mockery of Jesus by the soldiers and guards; the crucifixion itself; the sky darkening and the graves opening ; the curtain of the Temple being torn in two; Jesus' body being laid in the tomb.</p> <p>At least four events need to be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 9(b) | | <p>L Level 4 answers are likely to use such reasons as: the temptations show the humanity of Jesus; the temptations are warnings of desires which can lead people away from God; they show that temptation is not a single event but a recurring feature of all lives; Jesus overcoming the temptations is a sign of his divinity.</p> <p>At least two reasons should be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 10(a) | | <p>There is a large variety of possible activities which may be described in answer to this task. Level 4 answers will describe at least two activities at a named place of pilgrimage.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 10 (b) | | <p>Level 4 answers will identify one place of worship and explain why at least two of its design features are significant for Christians. These may include: the traditional church ground plan of nave, chancel and transepts, symbolising the cross of the crucifixion; the altar at the eastern end of the building, symbolising light and new life; the font by the entrance, symbolising baptism as the way to enter God's church.</p> <p>At least two reasons must be developed to reach Level 4</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

Hinduism

| Question Number | | Indicative content |
|-----------------|------|--|
| 11(a) | | <p>Level 4 answers are likely to outline such ways as: they may be treated as though they were human; in some temples they are awakened , bathed , dressed and garlanded; they are offered puja and food in the morning; after midday puja they may be given an opportunity to rest; the deities may be put to sleep in a bedchamber.</p> <p>At least four ways of treating the image must be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 11(b) | | <p>Level 4 answers are likely to use such reasons as: a boy is not a Hindu in his own right until the sacred thread has been laid across his shoulder; it shows that he is old enough to receive spiritual education from his guru; the three strands of the thread are constant reminders of the three debts to God, his ancestors, and the gurus; the thread reminds him that he has been twice born.</p> <p>At least two reasons must be developed to reach Level 4</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 12(a) | | <p>Level 4 answers will describe two such teachings as: the individual soul (atman) and universal soul (Brahman) are identical; Brahman is without form and eternal; the visible world is an illusion; the soul passes through samsara and its next existence is determined by the karma of its previous existence; the soul can achieve liberation.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 12(b) | | <p>Level 4 answers are likely to use such reasons as: they include religious, moral and educational writings based on remembered tradition; they are accepted as truth as long as they do not conflict with Sruti writings; they contain the popular Hindu epics, the Mahabarata and the Ramayana; they provide the source material for plays and pageants performed during the celebration of many festivals.</p> <p>At least two reasons must be developed to reach Level .</p> <p>Other approaches are possible and must be rewarded according to the levels</p> <p>Answers which describe rather than explain cannot go beyond Level.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 13(a) | | <p>Level 4 answers will outline such ways as: dharma means religious and social duty, therefore different Hindus may have different dharma depending on their caste or situation; a kshatriya's dharma may lead him to fight or eat meat, a brahmin's may lead him to be a vegetarian.</p> <p>At least four examples should be outlined to reach Level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 13(b) | | <p>Level 4 answers are likely to use such reasons as: dharma is the first aim in life and the eternal law which governs all aspects of life; it is only by carrying out one's duties and living righteously that the soul can be reborn and move closer to moksha; dharma is essential for social cohesion since it includes duties such as doing one's job properly, not hurting others, being honest etc.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 14(a) | | <p>Level 4 answers are likely to outline such influences as: he founded the four colleges at Dwarka, Puri, Badri and Sringeri; he established the Dashanamis as an order of monks; he stated that the atman and Brahman are one; he played down the role of bhakti.</p> <p>At least four influences need to be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 14(b) | | <p>A wide variety of stories is possible here. A level 4 answer will identify one particular story and give two reasons why this story shows the status of Lord Rama. For example, the defeat of Ravana shows both the strength and power of Rama as well as his goodness and courage.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 15(a) | | <p>Level 4 answers will describe at least two such teachings as: the God Shiva is believed to have lived at Varanasi on the banks of the Ganges; as Ganga the Ganges is looked upon as the personification of the Mother Goddess.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 15(b) | | <p>Level 4 answers are likely to use such reasons as: bathing in a pool or river at sacred places is thought to cleanse the spirit of sinful thoughts or actions; it increases spirituality and accumulates merit; pilgrimages are occasions to deposit the ashes of a deceased relative; pilgrimage may be an atonement; some pilgrims may seek relief from pain caused by incurable illness.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

Islam

| Question Number | | Indicative content |
|-----------------|------|---|
| 16(a) | | <p>Level 4 answers are likely to outline such ways as: gathering together for prayers (sometimes in the open air so that as many as possible can attend); saying the Id prayers; giving sadaqaah or Zakat-ul-Fitr; decorating houses, exchanging gifts and cards, sharing a meal, wearing new clothes, wishing each other “ Id mubarek”; visiting the graves of dead relatives.</p> <p>At least four ways should be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 16(b) | | <p>Level 4 answers are likely to use such reasons as: all Muslim men are expected to attend Friday prayers unless they are unwell or travelling; during the congregational prayers the believers have the opportunity to listen to a khutba from the imam to provide words of wisdom or comfort; praying together gives a greater sense of community and strengthens the brotherhood; it is a requirement of faith to attend the congregational prayers.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond Level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 17(a) | | <p>Level 4 answers are likely to outline such ways as: a Muslim would not drink alcohol; he would eat only those foods which were halal; he would dress modestly; he would remain faithful in marriage; he would be honest in his dealings with others.</p> <p>At least four ways must be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 17(b) | | <p>Level 4 answers are likely to use such reasons as: he is required to lead the congregation in Friday prayers; he can be relied upon to read the burial prayers and oversee the washing of the dead; he is necessary for teaching the children how to recite the Qur'an; he can perform marriage services; he can provide community leadership and guidance.</p> <p>At least two reasons must be developed in order to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 18(a) | | <p>Level 4 answers are likely to describe the following activities: fasting should take place during the month of Ramadan; Muslims should particularly aim to attend prayers during the fast; they should not eat or drink during the hours between dawn and sunset; they should refrain from smoking or sexual relations during a fast.</p> <p>At least two activities must be described to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 18(b) | | <p>Level 4 answers are likely to use such reasons as: the purpose of Islam is to submit to the will of Allah , and there are some things which will cloud the judgement and prevent a person from following his will, these things should be haram; things which are haram provide an opportunity for Muslims to demonstrate their obedience to God ; things which are haram often prevent Muslims from showing respect and fairness towards others (e.g. gambling or indecent dress); those things which are haram distinguish Muslims from the unbelievers.</p> <p>At least two reasons need to be developed in order to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 19(a) | | <p>Level 4 answers are likely to outline such contributions as: Abu Bakr collected together the verses of the Qur'an and demonstrated the importance of compassion for the weak and helpless; Umar established the fair treatment of Jewish and Christian subjects; Uthman published an authoritative version of the Qur'an and had it distributed throughout the Islamic world.</p> <p>At least four contributions must be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 19(b) | | <p>Level 4 answers are likely to use such reasons as: the title puts the Prophet in the context of the line of prophets in which all Muslims believe; these prophets began with Adam and include Noah, Abraham, David and Jesus; Muslims believe that prophethood came to an end with the Prophet Muhammad and that in the religion of Islam a total way of life was completed; the Prophet Muhammad is the seal of the prophets because it was to him that the words of God were finally revealed.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</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 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 20(a) | | <p>Level 4 candidates may identify a mosque and will describe at least two aspects of its design such as: the mihrab indicating the qiblah; the minaret; the absence of seats or pictures; the washing area; the space for prayer; the mortuary.</p> <p>At least four aspects of the mosque need to be described to reach level .</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 20(b) | | <p>Level 4 answers are likely to use such reasons as: this is where pilgrims collect 49 stones to be thrown at three concrete pillars representing the devil; this reminds the pilgrim of Ishmael who was tempted to rebel against his father and drove the devil away by throwing stones at it; this symbolic action should remind the pilgrim of the need to fight against the devil and remain faithful to God alone.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

Judaism

| Question Number | | Indicative content |
|-----------------|------|---|
| 21(a) | | <p>Level 4 answers are likely to describe at least two of the following ways: the evening service at the synagogue starts the celebration; prayers are said with the theme of asking the Almighty to accept once again the kingship of the world; on the following morning one hundred notes are blown on the shofar; the afternoon service concludes the celebrations.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 21(b) | | <p>Level 4 answers are likely to use such reasons as: bar mitzvah celebrates and marks the passage from boyhood to manhood; it recognises the contribution of the father in bringing the boy to maturity; it makes it clear that the child is now responsible to God for his actions; it marks the point where the boy becomes morally and religiously responsible for obeying the Torah.</p> <p>At least two reasons need to be developed in order to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 22(a) | | <p>Level 4 answers are likely to describe at least two of the following: the original source for the Talmud lies in the Torah; the Mishnah are the oral teachings which grew up around the Torah as various Jewish rabbis interpreted it to apply to different situations ; around 500 CE Rabbi Ina and Rabbi Ashi compiled the discussions of the Mishnah into a written order - this was the Talmud</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 22(b) | | <p>Level 4 answers are likely to use such reasons as: many Jews may prefer to have their disputes settled according to Jewish law; the beth din deals with everyday matters such as the supervising of food products; it also deals with more serious family problems such as divorce; the beth din is necessary to oversee any converts to Judaism.</p> <p>At least two reasons need to be developed in order to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 23(a) | | <p>Level 4 answers are likely to outline such ways as: the meal to welcome Shabbat; following Shabbat rules regarding work; following dietary laws; the mezuzah and other symbols; observing festivals such as Pesach.</p> <p>At least four ways must be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 23(b) | | <p>Level 4 answers are likely to use such reasons as: they are a constant reminder of the need to be obedient to the Almighty; they are a sign that faith in the Almighty should affect all aspects of life; they are a divine command and this makes them important in themselves; they are a test of a person's faith; they help to distinguish Jews from non-Jews and avoid assimilation.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 24(a) | | <p>There is a wide variety of possible answers here but level 4 answers are likely to outline such experiences as: Moses seeing the burning bush; the instructions given by the Almighty to liberate the Israelites; Moses at Mount Sinai; Moses receiving the Ten Commandments.</p> <p>At least four experiences need to be outlined to reach level 4.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 24(b) | | <p>Level 4 answers are likely to use such reasons as: Abraham is a powerful reminder of the need for faith in the Almighty before anything else; he is a reminder of the special covenant with the Almighty; his story shows the compassion of God; Abraham's story shows that the purpose of the Almighty is not always clear in His demands; he is a sign of hope when a person's actions may be flawed since he was not perfect; he affirms belief in the one Almighty God.</p> <p>At least two reasons need to be developed to reach level .</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 25(a) | | <p>Level 4 answers are likely to outline at least four such uses as: the synagogue is used as a place of prayer; the ark provides a suitable place for the storage of the scriptures; the name itself suggests that the synagogue is also a meeting place; it is a school to teach young Jewish people about their faith.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 25(b) | | <p>Level 4 answers are likely to use such reasons as: symbols remind people in the synagogue of important aspects of their faith (for example the Ner Tamid as a symbol of God's omnipresence); symbols are necessary since images are forbidden; symbols are superior to images because they are less likely to lead to idolatry; symbols are useful for showing those aspects of the Almighty which words alone are insufficient to describe.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

Sikhism

| Question Number | | Indicative content |
|-----------------|------|---|
| 26(a) | | <p>Level 4 answers are likely to outline at least four of the following aspects: the body is bathed and dressed; it is carried to the place of cremation; shabads are recited ; at home the sohila (final night prayer) is recited ; the ashes may be immersed in flowing water; there may be a full reading of the Guru Granth Sahib; wailing or lamentation is not allowed.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 26(b) | | <p>Level 4 answers are likely to use such reasons as: they provide a sense of identity for members of the Sikh faith; they remind individual Sikhs of their responsibilities towards God, themselves and others at key points in their lives; it shows the importance of the creator of all life; they emphasise that the whole of life belongs to God.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 27(a) | | <p>Level 4 answers will outline at least four such ways as: a Sikh will live the life of an honest householder; he will not use unfair means of raising wealth ; what wealth he gains he will be ready to share with others; he will refrain from causing harm to others; he will recognise the equality of all before God.</p> <p>Answers which are based on the daily devotional life of Sikhs should be rewarded according to the levels.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 27(b) | | <p>Level 4 answers are likely to use such reasons as: a Sikh is not a passive spectator but an active participant in human affairs; equally, a Sikh must aim to avoid being selfish or materialistic and remember that he must be orientated towards God; too much detachment from the world may lead to spiritual pride; too great an attachment may lead to selfishness or greed.</p> <p>At least two reasons must be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 28(a) | | <p>Level four answers will outline at least four such penalties as: minor offences may be condoned with the consensus of the congregation; more serious offences are punished with service to the community (e.g. cleaning the utensils in the langar); further penalties may be reciting additional prayers; paying a donation to the Gurdwara; organising a full reading of the Guru Granth Sahib.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 28(b) | | <p>Level 4 answers are likely to use such reasons as: they are important as symbols of identity; they were devised by Guru Gobind Singh to unify and defend Sikhism in the face of persecution and oppression; e.g. the Kirpan shows the willingness of Sikhs to defend their faith; e.g. the Kara is a symbol of unity.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 29(a) | | <p>Level 4 answers are likely to describe such experiences as the following example: Guru Nanak visited the Ka'aba; when he arrived he was so tired, he fell asleep by the entrance; he was awoken by a keeper who reprimanded him for sleeping with his feet towards the House of God; Guru Nanak apologised and asked the keeper to point his feet towards a place where God did not dwell.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 29(b) | | <p>Level 4 answers are likely to use such reasons as: to express his personal vision of the Almighty; to encourage worship of one God; to preach love and equality to all humanity; to show the importance of sharing; the importance of protecting the weak; the need for courage in personal conduct.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

| Question Number | | Indicative content |
|-----------------|------|---|
| 30(a) | | <p>Level 4 answers are likely to outline two different attitudes such as: on the one hand, some Sikhs feel that pilgrimage is unnecessary; they feel that a pilgrimage may distract an individual from meditating on the inner presence of God; they feel that pilgrimage is a sign of Hindu superstition and is not a part of Sikhism.</p> <p>On the other hand, other Sikhs feel that pilgrimage follows the practice of Guru Amar Das; they feel that travelling to holy places such as Amritsar helps them to focus their thoughts on their faith.</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 | 3-5 | For basic relevant knowledge, presented within a limited structure. |
| Level 3 | 6-8 | For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure. |

| Question Number | | Indicative content |
|-----------------|------|--|
| 30(b) | | <p>Level 4 answers are likely to use such reasons as: Guru Arjan placed the Harimandir on a lower level than the surrounding land to show that, to reach the house of God, a devotee had to be humble and abase himself; the four entrances show the accessibility of God to all; the four entrances may also show the openness of God to all four Hindu castes.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> |
| Level | Mark | Descriptor |
| Level 1 | 1-2 | For a simple, appropriate and relevant idea. |
| Level 2 | 3-5 | For a basic explanation, showing understanding of a relevant idea. |
| Level 3 | 6-8 | For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary. |
| Level 4 | 9-10 | For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately. |

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