

# Mark Scheme (Results)

June 2011

International GCSE

Religious Studies  
(4RS0) Paper 1

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Paper 1

**PART 1:** The total mark available for each of questions 1-8 is 20. Candidates answer four questions. The total mark available for Part 1 as a whole is 80.

**PART 2:** The total mark achievable for each of questions 9-26 is 25. Candidates answer two questions. The total mark available for Part 2 as a whole is 50.

### PART 1: BELIEFS AND VALUES

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>1(a)</b>	<ul style="list-style-type: none"> <li>Not knowing or understanding the difference between right and wrong, or what makes actions wrong.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Not knowing the right thing to do.</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>1(b)</b>	<p>Level 3 answers are likely to refer to at least <b>two</b> such teachings as: God has pre-ordained everything that is going to happen; God has decided human beings' salvation or damnation beforehand, irrespective of what sort of people they are, or how they lead their lives; however, human beings still have to make choices, for which they are held responsible. (Answers may refer to specific teachings about predestination from the religion(s) studied.)</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
<b>1(c)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: there are many religious teachings about the existence of a soul or spiritual element within each human being, and they may refer to specific teachings from the religion(s) studied, such as the teaching that the soul lives on after death and will be reunited with its body at the general resurrection; some people believe that each human personality is unique, and that this uniqueness can only be explained by the existence of an immortal and divine element within each human being; they cannot accept that physical death is the end of the human personality, and so believe that there must be a permanent element in each human being which survives death.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>1(d)</b>	<p><b>The issue is whether there is any need to worry about the state of the planet.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that human beings need to worry about the state of the planet, because there is plenty of evidence, such as global warming, climate change and the depletion of finite natural resources, that human activities are severely damaging the planet, and that not enough is being done to address these issues, <b>with the view(s)</b> that: not all scientists agree that global warming/climate change are taking place and/or that human activities cause them; even if these changes are taking place, there is not much human beings can do about them, or it will be a long time before they destroy the planet, so there is no point in worrying about them now; we should worry more about ensuring economic development, which will help to eliminate world poverty, than about any damage it may cause to the planet.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one <b>named</b> religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>2(a)</b>	<ul style="list-style-type: none"> <li>(The belief that) the real world is nothing more than the physical world.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>There is only matter.</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>2(b)</b>	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such teachings as: human existence is cyclical, and individual human beings are subject to the law of kamma and reborn into the world; the goal of human beings is to escape the cycle of rebirth and the suffering it involves, and achieve nibbana (the extinction of desires, liberation); to do so, they must heed the Buddha's teaching and follow the Noble Eightfold Path.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
<b>2(c)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: some religious people believe that because human nature is sinful, and human beings have chosen to disobey God, they inevitably turn to violence and war, rather than peaceful means, in order to solve their problems; some people believe that feelings of anger, hatred and jealousy towards other human beings are simply part of human nature, that human reason is often unable to control these powerful emotions, and that they inevitably result in violence and war; some people believe that violence and war are inevitable, because of the nature of the world human beings inhabit, and the fact that they have to compete with each other for limited and unequally distributed resources; some philosophers (e.g., Nietzsche) have argued that it is natural and acceptable for the strong and powerful to act violently towards/make war on the weak and powerless, or (e.g., von Clausewitz) that war is an unavoidable and legitimate means of pursuing political/national objectives when other means fail.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.



Question Number	Answer
<b>2(d)</b>	<p><b>The issue is whether it is obvious that the universe has a purpose.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that religions teach, and religious people believe (and some of them claim it is obvious), that the universe has a purpose (and they may refer to specific religious teachings), and it is difficult to understand why it exists at all, if it has no purpose, <b>with the view(s)</b> that: there are as many purposes as there are religions, and they contradict each other; if the universe has a purpose, it should be obvious to everyone, but it is not; it does not follow from the fact that many things within the universe have, or are given, a purpose that the universe as a whole has a purpose.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one <b>named</b> religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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	0	No rewardable material.
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<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>3(a)</b>	<ul style="list-style-type: none"> <li>Being released from the limitations of human existence (and sin to eternal life with God).</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Being saved.</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>3(b)</b>	<p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to <b>two</b> such teachings as: most Christians are opposed to abortion, as they believe that all life comes from God and is sacred; some Christians are against abortion in any circumstances, or accept it only if there is danger to the pregnant women's life; other Christians accept that there are circumstances, such as rape, where abortion is the lesser of two evils.</p>

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<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
<b>3(c)</b>	<p>Level 4 answers are likely to explain that, as every event within the universe is preceded by a cause, and there cannot be an infinite regress of causes, there must be a first cause of the process of causes, and this is God; or that, as every event within the universe has 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>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
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<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>3(d)</b>	<p><b>The issue is whether it makes any sense to believe in more than one God.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many people are drawn to the monotheistic religions, because they teach that there is only one, all-powerful God, who created the world and who offers human beings the hope of future life (and they may refer to examples from the religion(s) studied), and these teachings enable them to make sense of why the world exists and of the place of human beings in it, <b>with the view(s)</b> that: for some religious people, it makes more sense to believe that the one God shows himself in accessible forms, which human beings can pray to and worship; for some religious people, it makes more sense to believe that there are different gods, in charge of different aspects of the world; believing in more than one God, instead of one all-powerful God, helps to explain why there is a mixture of good and evil in the world.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one <b>named</b> religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>4(a)</b>	<ul style="list-style-type: none"> <li>(The belief that) life is holy and belongs to God.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Life is sacred.</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>4(b)</b>	<p>Level 3 answers are likely to refer to <b>two</b> such ideas as: it is the individual person, not God, who gives meaning to his/her own life, through his/her ambitions, achievements and relationships; people should concentrate on making their own lives interesting and worthwhile, and not depend on a religion to do it for them; non-religious people can focus on making the world we inhabit a better place, without the distraction of worrying about a future life; people should live their lives from day to day, as there is no scientific basis for believing that life as a whole has any 'meaning', in the sense of some fundamental/overriding purpose.</p>

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<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
<b>4(c)</b>	<p>Level 4 answers are likely to explain that there are religious teachings which explain why there is suffering in the world (and they may refer to specific examples from the religion(s) studied), and that these give religious people guidance about how to cope with suffering. This may involve accepting that suffering is part of God's plan for the world, or purpose for the individual, which finite human beings may not be able to understand (completely). They may also refer to: the comfort those who are suffering receive from the rituals and ceremonies of their religion; the support and encouragement they get from the leaders and members of the church/religious groups to which they belong; the hope their religion may give them, through the promise of a life free of suffering when they die.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1. Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>4(d)</b>	<p><b>The issue is whether only those raised in a religion will be true followers.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that only those who have been nurtured in a religion will have the necessary background in/understanding of their religion for full commitment to it, <b>with the view(s)</b> that conviction of the truth of a religion can come at any point in an individual's life, as conversion experiences show, while there is no reason to think that converts are any less committed to their religion than those who have been brought up in it.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one <b>named</b> religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>5(a)</b>	<ul style="list-style-type: none"> <li>Marrying again after being divorced from a previous marriage.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Marrying again.</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>5(b)</b>	<p>The question asks for an outline of <b>two differing</b> non-religious attitudes to adultery, so Level 3 answers are likely to refer to at least <b>one</b> non-religious attitude from <b>(a)</b> below and <b>one</b> non-religious attitude from <b>(b)</b> below:</p> <p><b>(a)</b> some non-religious people believe that, although they did not make their marriage vows before God, they have entered freely into a lifelong union, and should not commit adultery; some non-religious people believe that adultery is wrong, as it is a betrayal of trust and often involves dishonesty and deceit; some non-religious people believe that they should not break their marriage vows, as doing so would make their marriage partner unhappy.</p> <p><b>(b)</b> some non-religious people believe that, as they did not make their marriage vows before God, they are free to break them; some non-religious people believe that there is no reason to allow promises they made in the past to prevent them from achieving happiness with someone else, even if it causes distress to their existing partner; some non-religious people believe that, if one or other partner prefers someone else, the marriage is over anyway.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.



Question Number	Answer
<b>5(c)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: it makes possible complete devotion to the service of God without the distractions and/or competing priorities of sexual or family relationships; certain forms of religious service, such as being a monk or nun, require a vow of celibacy; some religious people see it as a means of practising self-discipline and achieving self-control, through overcoming physical desires; celibacy has been commended to their followers by many religious teachers and leaders( and they may refer to examples from the religion(s) studied).</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>5(d)</b>	<p><b>The issue is whether parents can only bring up children properly if they are part of a religious community.</b></p> <p>Level 4 answers are likely to <b>contrast the view(s)</b> that religious communities can support parents with the upbringing of their children in a variety of ways (and they may give examples), and that there is evidence that children from religious backgrounds are likely to be responsible citizens, <b>with the view(s)</b> that what matters most is the quality of parental care, which non-religious parents can provide equally well, and that children who come from non-religious backgrounds are no worse than those who come from religious ones.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one <b>named</b> religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>6(a)</b>	<ul style="list-style-type: none"> <li>Changing the basic structure of human life by medical means.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Using science to change people.</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>6(b)</b>	<p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such attitudes as: civil law in India allows divorce on such grounds as adultery, cruelty or desertion, and there are many Hindus who accept divorce; however, Hindu teaching discourages divorce, as marriage is seen as a sacred, lifelong relationship; there are many Hindus who are against divorce, as marriage is the fulfilment of a sacred duty, which married couples should not end for personal or selfish reasons.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
<b>6(c)</b>	<p>The question asks for an explanation of why religious people have <b>differing</b> attitudes towards homosexuality, and Level 4 answers are likely to explain <b>two</b> such attitudes. Below are three differing religious attitudes towards homosexuality:</p> <p>(a) some religious people believe that both homosexual sex and homosexual inclinations are wrong, because they are contrary to religious teaching and the natural order/law which God has created, so homosexually-inclined individuals must refrain from homosexual practices and root out their homosexual feelings;</p> <p>(b) some religious people, while believing that acts of homosexual sex are wrong, because they are contrary to religious teaching and natural law, distinguish between inclinations and practice, and teach that those with homosexual inclinations should be treated compassionately, and, with the prayers and support of their religious communities, encouraged to refrain from sexual activity and follow lives of chastity;</p> <p>(c) some religious people, while believing that homosexual relationships cannot be equivalent to heterosexual ones, because they fall short of the religious ideal of heterosexual marriage and are therefore contrary to religious teachings, teach that long-term, monogamous relationships/civil partnerships should be accepted/ encouraged, while condemning promiscuity and sexual exploitation.</p> <p>Answers may explain specific examples of teaching and practice from the religion(s) studied.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
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<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
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<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>6(d)</b>	<p><b>The issue is whether religious people are right to condemn pre-marital sex.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that the reason why many religious people condemn pre-marital sex is that it is contrary to religious teachings (and they may refer to examples), particularly the teaching that sexual relationships should only take place in the context of marriage, and that it can lead to unwanted pregnancies and distress for those involved, <b>with the view(s)</b> that there is nothing wrong with pre-marital sex (and, therefore, that religious people have no good reasons for condemning it), as long as it is freely chosen, particularly as the wide availability of contraception means that unwanted pregnancies can be avoided.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one <b>named</b> religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>7(a)</b>	<ul style="list-style-type: none"> <li>Regarding and/or treating those with a disability less favourably than others.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Being treated unfairly.</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>7(b)</b>	<p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such teachings as: Islam condemns racism, and they may refer to specific teachings that promote racial harmony; as Allah created the universe, and all the people and races it contains, practising racism is wrong; being part of the ummah means that, irrespective of their race, all Muslims belong to one community.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
<b>7(c)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: both religious and non-religious people should support these two freedoms, because they are essential democratic freedoms and essential elements in a democratic system of government; both groups should support it, because otherwise they will be unable to hold or express their political views, or to criticise government policies; both groups should support these freedoms, because freedom is indivisible, and if freedom of opinion and freedom of speech are lost, other freedoms are likely to follow; religious people should support these freedoms, because, without them, they may be unable to hold their own religious views and/or to preach and teach their religion freely.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>7(d)</b>	<p><b>The issue is whether charity makes poor people idle.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that charity, particularly if it is administered inefficiently, or takes the form of simple 'hand-outs', can make poor people dependent on it, thus aggravating the problems of poverty, <b>with the view(s)</b> that there are some situations, such as natural disasters, where charity is essential to save the lives of those who are poor and vulnerable, while charity can be used to promote economic development, thus enabling poor people to help themselves and become self-reliant.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one <b>named</b> religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.



Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>8(a)</b>	<ul style="list-style-type: none"> <li>A person's right to follow, or not to follow, a religion.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Choosing your own religion.</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>8(b)</b>	<p>Level 3 answers are likely to refer to at least <b>two</b> examples of the growth of equal rights and opportunities for women, either in general terms or from a candidate's own country, such as: women gaining the right to vote and equal status under the law; women gaining the right to equal pay for the same or similar work; women gaining equal employment opportunities and equal access to education and other services. Examples may be drawn from specific legislation, such as (in the United Kingdom): the Representation of the People Acts of 1918 and 1928, which gave women the right to vote, and equalised the ages at which men and women can vote; the Equal Pay Act, 1970, which makes it unlawful for employers to discriminate between men and women, in terms of pay and conditions, when they are doing the same or similar work; the Sex Discrimination Act, 1975, which makes it unlawful to treat a person less favourably than a member of the other sex in employment, education and other respects.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
<b>8(c)</b>	<p>Level 4 answers are likely to use <b>two</b> 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, and they may refer to teachings from the religion(s) studied; they believe that they can learn from the beliefs, traditions and practices of other religions, and they may refer to examples; the presence in society of different religions provides opportunities to celebrate religious diversity, and they may refer to examples; a variety of places of worship, and celebration of different religious festivals, makes society more interesting and colourful, and they may refer to examples.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>8(d)</b>	<p><b>The issue is whether a multi-ethnic society produces more benefits than problems.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that a multi-ethnic society produces benefits, in the form of opportunities of learning how to co-exist with other races and to be tolerant of cultural differences, <b>with the view(s)</b> that such differences can lead to conflict, while some racial/cultural groups may feel disadvantaged, undervalued and resentful, and they will weigh the benefits against the problems.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one <b>named</b> religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

## PART 2: THE RELIGIOUS COMMUNITY

### BUDDHISM

Question Number	Answer
<b>9(a)</b>	<p>Level 4 answers are likely to refer to at least <b>two</b> such roles of lay people as: they must accept the Three Refuges and recite the refuge vows when they visit monasteries or receive dhamma teaching; they are expected to live their lives according to the Five Precepts; they are expected to provide the monks with food and other necessities.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>9(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: it is regarded as the most important basket because it has a collection of the Buddha's sermons which contain his teaching; it contains stories about the Buddha, including accounts of his previous lives; it contains the Dhammapada or Path of Teaching, in which are found the Four Noble Truths and the Noble Eightfold Path.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>9(c)</b>	<p><b>The issue is whether a monk's life is a selfish one.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that some religions teach that a monastic life, which is dedicated to pursuit of religious truth and meditation/prayer, and which involves poverty and self-sacrifice, is the religious ideal, and regard those who pursue it as selfless and an example to others (and they may refer to specific examples), <b>with the view(s)</b> that there are other ways of serving God and/or pursuing religious truth, some of which seem more beneficial to society, while some religions teach that an unselfish life involves marrying, having children, and playing an active part in the world.</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Buddhism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>10(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such aspects of right conduct as: following the Five Precepts; refraining from doing harm to others; showing compassion; behaving in a way which will lead to enlightenment.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>10(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: the Noble Eightfold Path shows the way to enlightenment, and this matters just as much for Buddhists today as in the past; the Noble Eightfold Path sets out eight steps which, taken together, will enable those who follow it to break away from the worldly plane, and such guidance is essential for those who seek the spiritual plane in any age; the Noble Eightfold Path's disciplined approach to achieving enlightenment is particularly valuable in an age which is dominated by the distractions of personal ambition and materialism.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>10(c)</b>	<p><b>The issue is whether seeking spiritual enlightenment is just a way of avoiding life's challenges.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that the quest for spiritual enlightenment/truth can dominate the lives of some religious people, and (although they are not trying to avoid them) distract them from facing up to the challenges of life, including their responsibilities to family and society, <b>with the view(s)</b> that, for those who are truly religious, nothing could have a higher priority than seeking spiritual enlightenment/religious truth, and this is particularly the case if they believe that escaping from the cycle of rebirth/achieving personal salvation depends upon it (and they may refer to specific teachings).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Buddhism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>11(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such activities as: everyone in the community will try to get to the vihara; they will renew vows, and say the Three Refuges and the Five Precepts together; time will be set aside for meditation; gifts of food are made to the monks and there are offerings in the shrine room; dramatic performances and films related to the festival take place; Wesak cards, with pictures of the Buddha's life, are exchanged.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>11(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: it is thought to be the single most important religious practice, because it was as a result of meditation that the Buddha achieved enlightenment; it enables those practising it to stand outside themselves and to gain control over such emotions as anger; by training the mind, it enables Buddhists to grasp the nature of existence and to understand the Buddha's teachings; through right meditation, Buddhists can overcome craving (tanha), and thus achieve nibbana and an end to the suffering involved in the cycle of rebirth.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.



Question Number	Answer
<b>11(c)</b>	<p><b>The issue is whether you need to be ordained in order to be an effective religious leader.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, through ordination, individuals agree to devote their lives to preaching the doctrines of their religion, teaching and following its ethical principles, and ministering to fellow believers, and therefore have a sense of commitment, and develop a level of expertise, which makes them effective leaders of religious communities (and they may refer to examples), <b>with the view(s)</b> that, not all those who are ordained prove to be effective leaders, while, in some religions/religious communities, formal ordination is regarded as less important than evidence of devotion to God/religion and a vocation to lead the community, while many effective religious leaders have not been ordained (and they may refer to examples).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3 answers must give an opinion, refer to another point of view, and refer to <b>Buddhism</b>.</p> <p>To go beyond Level 4 answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

## CHRISTIANITY

Question Number	Answer
<b>12(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such events as: the arrest of Jesus in the Garden of Gethsemane; the trial before the High Priest and Peter's denial; the trial before Pontius Pilate; Pilate's offer to release Jesus or Barabbas and the crowd's demand for Barabbas; the soldiers' treatment of Jesus and mockery of him; Simon of Cyrene carrying the cross and the crucifixion of Jesus at Calvary/Golgotha; the response of the bystanders and the darkness over the land.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>12(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: the fact that Jesus had to fight temptation, and struggle to decide the right thing to do, shows his humanity; the temptations focus on the sort of ambitions and desires that continue to tempt people, and lead them away from God and salvation; they show that temptation is not a single event that can be overcome once and for all, but a recurring feature of life, which we have to go on resisting; in fighting and overcoming temptation, Jesus sets an example that Christians today must follow.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>12(c)</b>	<p><b>The issue is whether any ordinary human being could ever follow the example of Jesus.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, although there are differing interpretations of the incarnation, most Christians believe that Jesus' life and work, and particularly his miracles of healing, death and resurrection, are linked to his unique status and vocation, making it impossible for any ordinary human being to follow his example in every respect, <b>with the view(s)</b> that Jesus told his followers to take up their cross and follow him (Matthew 10:38), and gave them instructions how to do so (and they may refer to specific teachings), while many Christians, across the centuries, have endured hardship, self-sacrifice and persecution in order to do so, and they may refer to examples.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Christianity</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>13(a)</b>	<p>Level 4 answers are likely to outline at least <b>two</b> such teachings as: Jesus taught his followers not to look gloomy like the hypocrites, or to make their faces unsightly, in order to make other people aware of the fact that they were fasting; he told them to anoint their heads and wash their faces, so that God, not other people, would know they were fasting; by fasting in secret, they would not lose God's future reward through receiving a reward now, in the form of other people's praise and admiration.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>13(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: covetousness leads to a state of unhappiness, as the individual is then only concerned with what s/he does not have; covetousness can lead to a person cursing God for what s/he does not possess, instead of thanking God for what s/he has; covetousness involves selfish preoccupation with the individual's (unsatisfied) wants and desires, which results in neglect of others and their needs.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>13(c)</b>	<p><b>The issue is whether it is possible to follow Jesus' teaching, in the Sermon on the Mount, about not being anxious today.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, on the face of it, Jesus' teaching does seem impossible to follow today, because the nature of human life, with its many challenges, is such that it is very difficult for people to avoid anxiety, particularly if they are going to carry out their religious duties satisfactorily, and fulfil their responsibilities to their families and society, <b>with the view(s)</b> that it is possible to follow what Jesus says today, because he is telling his followers not to be anxious about things they cannot control; that he is also saying there is no need for such anxiety, because God, who made the world, loves and cares for them as individuals; and that religious people have no need to be anxious, because they have the hope of salvation/eternal life.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Christianity</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>14(a)</b>	<p>The question asks for a description of <b>two differing</b> Christian views about the authority of the Bible, so Level 4 answers must refer to <b>more than one</b> view, and are likely to describe the two differing Christian attitudes below:</p> <p>(a) the <b>literalist</b> view, which holds that, as the Bible is the revealed word of God that stands for all time, what it teaches is invariably correct and beyond dispute;</p> <p>(b) the <b>liberal</b> view, which holds that, as the Bible reflects a developing understanding of God, its message should be re-interpreted in the light of experience and in order to apply to new situations.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>14(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: the individual conscience is important, because it reflects the individual's relationship with God, and is regarded by some as the voice of God within the individual; it is a God-given faculty, which enables the individual to make ethical decisions based on Bible reading, prayer and meditation; although the conscience needs to be guided by the Church's teachings, to prevent the individual losing sight of the wider context in which ethical decisions need to be made, it enables him/her to respond to situations that are not specifically mentioned in the Bible/Church's teaching.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>14(c)</b>	<p><b>The issue is whether people need a religion to tell them what is right or wrong.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many religions, such as Christianity, have ethical rules/codes, which they believe come from God and/or have been taught by religious founders/leaders (and they may refer to such examples as the Ten Commandments or the Sermon on the Mount), from which (many of) their followers derive their standards of right or wrong, and which do in practice create the ethical framework of a civilised society, <b>with the view(s)</b> that human beings are capable of working out what is right or wrong for themselves, on the basis of experience and observation, and so do not need their religion to do it for them; morality is independent of religion, and, as rational beings, human beings have a duty to choose their own ethical principles, and to take responsibility for decisions based on them; even if people do need a religion to provide their major ethical principles, they have to exercise their own judgement when deciding what is right or wrong in particular situations.</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Christianity</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

## HINDUISM

Question Number	Answer
<b>15(a)</b>	<p>Level 4 answers are likely to refer to <b>two</b> such teachings as: the individual soul (atman) and the 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 moksha (liberation).</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>15(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: they include religious, moral and educational writings based on tradition; they are accepted as religious truth, provided 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 festivals.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.



Question Number	Answer
<b>15(c)</b>	<p><b>The issue is whether all the evidence suggests that people are reborn again and again.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that religions such as Hinduism teach that there is a cycle of rebirth, (and they may refer to specific teachings), and that this belief is held by many people around the world, while some people claim to recollect previous lives, which is evidence for rebirth, <b>with the view(s)</b> that the monotheistic religions teach that life is linear, not cyclical, so that many people do not believe in rebirth, while there is no incontestable, scientific evidence in support of it.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Hinduism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>16(a)</b>	<p>Level 4 answers are likely to refer to at least <b>two</b> such teachings as: kama is the third aim in life, and relates to leisure or the enjoyment of good things; artha is the fourth aim in life, and is the acquisition of wealth through honest and appropriate work; both are proper pursuits in life, but they should not be allowed to dominate it.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>16(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: it is the goal of Hindus, because it involves release from the cycle of rebirth; it fits in with the idea of justice, because behaving virtuously brings it closer, whereas wicked behaviour makes it more difficult to attain; it offers those who follow a variety of spiritual paths the prospect of achieving the ultimate aim of existence.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>16(c)</b>	<p><b>The issue is whether moksha is anything more than the hope of escaping from life's hardships.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that the eastern religions, such as Hinduism, are regarded by some people as 'life-negating' (in contrast with 'life-affirming' western religions, such as Christianity), as the goal of their followers is to achieve liberation (moksha) from the cycle of rebirth, and the suffering caused by the effects of karma, through overcoming desires (including the desire for moksha itself), <b>with the view(s)</b> that teachings about moksha also include positive elements, including the merging of the individual self (atman) in the One (Brahman), and attaining a state of bliss.</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Hinduism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>17(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such practices as: pilgrims meditate in the temple at Gangotri; they bathe in the Ganges; they join the thousands who visit during the period May – September; they see the stone where Shiva touched the Earth.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>17(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: they provide a home for the murtis and are a focus for worship, and they may refer to examples; they are visible symbols of Hindu beliefs and values within the community, and they may refer to examples; they are also community centres, which play a major role in the life of a Hindu community, and they may refer to examples.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>17(c)</b>	<p><b>The issue is whether every religious person ought to go on a pilgrimage.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that some religions, such as Hinduism, encourage/require their followers to go on pilgrimages (and they may refer to specific teachings), because their lives will be enriched by the opportunities for prayer, meditation and learning more about their religion that pilgrimages afford them, <b>with the view(s)</b> that not all religions encourage or require pilgrimages; there are other ways to gain religious knowledge and/or insights; while the cost and disruption to their ordinary lives may rule it out as an option for some religious people.</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Hinduism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

## ISLAM

Question Number	Answer
<b>18(a)</b>	<p>The question asks for the use of both principles to be described, so Level 4 answers must refer to <b>both</b> the principle of ijma <b>and</b> the principle of qiyyas, together with <b>one</b> example of their use:</p> <p>(a) the <b>principle of ijma</b> is used when the Qur'an and the Hadiths do not provide sufficient guidance in specific situations, such as whether or not contraception should be used;</p> <p>(b) the <b>principle of qiyyas</b> is a process of decision-making based on analogy with similar situations in the Qur'an, such as in relation to the use of drugs.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>18(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: the Shari'ah embodies legislation from the Qur'an, which Muslims believe to be the word of Allah; the Shari'ah also uses the Hadiths, the next highest authority in Islam; it deals with key aspects of daily life, such as which foods to eat and the types of clothing to wear; it provides essential guidance for the Muslim community, and unites believers throughout the Muslim world.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>18(c)</b>	<p><b>The issue is whether religious rules have any role outside religious communities.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many religious people base their whole lives on their religious beliefs and values, while it may be their religious duty to follow/apply them outside their religious communities, as well as within them (and they may refer to examples), <b>with the view(s)</b> that it may be necessary to adapt religious rules to fit in with the common values of a secular society, while compromise may be required in a multi-faith society, in order to avoid conflict with followers of other religions.</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Islam</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>19(a)</b>	<p>Level 4 answers are likely to refer to at least <b>two</b> such teachings as: Muslims should support each other, with the rich helping the poor and both groups sharing a common purpose; no Muslim race or group should consider itself superior to another; no individual Muslim should consider himself above another, unless he is "higher in virtue".</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>19(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: in his final sermon, Muhammad told his listeners that he was leaving his own example as a guide to his followers, and that it would be second only to the Qur'an; many of the problems which Muhammad had to overcome still exist, so his example is as relevant to Muslims now as it was during his lifetime; as Allah considered Muhammad worthy of receiving his revelation, his example is still worthy of being followed by present-day Muslims.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.



Question Number	Answer
<b>19(c)</b>	<p><b>The issue is whether what religious leaders teach is more important than how they live their lives.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that the major world religions came into existence because of the teachings of their founder(s) about God, the nature of ultimate reality and human destiny (and they may refer to the example of Muhammad), and they continue to exist through the teaching of successive generations of religious leaders, who preach these religions to new generations of believers (suggesting that what religious leaders teach is more important), <b>with the view(s)</b> that these religions also have ethical codes, laid down or developed by the founder(s); that, as in the case of Muhammad, the founder(s) is regarded as the exemplar of how to lead an ethical life; and religious leaders today are expected to be exemplars of how to lead an ethical life for their communities (suggesting that how they live their lives is as important as what they teach).</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Islam</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>20(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such activities as: Muslims fast during the month of Ramadan; they should aim to attend prayers during the fast; they should not eat or drink during the hours between dawn and dusk; they should refrain from smoking or sexual relations during a fast.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>20(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: Islam teaches that its followers should submit to the will of Allah, but some things/activities would cloud their judgement and prevent them from doing so, and these are haram (forbidden); the fact that certain things are haram gives Muslims opportunities to demonstrate their obedience to Allah; doing things that are haram, such as gambling, prevents Muslims from showing respect and fairness to others; certain things being haram (and Muslims refraining for doing them) distinguishes Muslims from unbelievers.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>20(c)</b>	<p><b>The issue is whether rules about fasting and diet are an essential part of a religious life.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, in some religions, such as Islam, there are rules about fasting and diet, which their members are expected to observe (and they may refer to examples), while some argue that people should follow such rules, even if they are not a strict requirement, because they are an essential means of developing self-discipline and the ability to focus on God, rather than themselves, <b>with the view(s)</b> that such rules are not a requirement in other religions, suggesting they are not essential; there are many religious people who are able to develop self-discipline and the ability to focus on God, without rules about fasting and diet; for some people, rules about fasting and dieting may be a burden and an obstacle to leading a religious life.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Islam</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

## JUDAISM

Question Number	Answer
<b>21(a)</b>	<p>Level 4 answers are likely to refer to at least <b>two</b> of the following aspects of the origin of the Talmud: the original source for the Talmud is the Torah; the Mishnah is a collection of oral laws and traditions which developed around the Torah as Jewish rabbis interpreted it to apply to different situations and which was codified by 200 CE; the commentary on the Mishnah (the Gemara), written by Jewish scholars in Palestine and Babylon (5th and 6th Centuries CE), together with the Mishnah, make up the Talmud.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>21(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: the Tenakh contains the Torah, which is believed to have been written by Moses and directly inspired by the Almighty, and it underpins Jewish traditions and life; it contains the work of the major prophets, who gave important teaching on faith, justice and compassion; it contains the historical context of the founding of Judaism; the Ketuvim contains prayers, philosophy and history.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question	Answer
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Number	
<b>21(c)</b>	<p><b>The issue is whether anybody can be certain that any sacred text has been inspired by God.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many religions teach that their sacred texts have been inspired by God (and they may refer to examples), and, for (many of) their followers, the divine origin of these texts is a matter of faith and therefore of certainty, <b>with such view(s) as:</b> within any religion (and they may refer to the example of Judaism), there is a range of views about whether any sacred text has been inspired by God; atheists or agnostics may argue that feeling something is true (having no doubt) is not the same as its being certain (there being no doubt); there is no incontestable historical or scientific evidence that any sacred text has been inspired by God.</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Judaism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>22(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such teachings as: it contains wise sayings about the nature of true religion; it has teachings about the nature of goodness; there are many examples in it of ethical guidance; it contains teachings about the authority and importance of the oral law.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>22(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: they are a constant reminder that the Almighty has laid down rules for believers, who have a duty to obey them; they are a sign that faith in the Almighty affects all aspects of believers' lives; they are a divine command, and thus a test of individual faith; they help to distinguish Jews from non-Jews and are a safeguard against assimilation.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>22(c)</b>	<p><b>The issue is whether the support of the home is essential for sustaining religious belief.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many people belong to a religion, because they were nurtured in it as children, which laid the foundations of their future religious beliefs, values and practices (and they may refer to the important role of the home in Jewish worship), while home support can help to sustain religious belief in times of doubt or difficulty, <b>with the view(s)</b> that people sometimes react against the religion in which they are/were brought up, particularly if they feel it is being forced upon them, or that they are expected to follow it to please their parents and families, while people join religions with which they have no previous associations.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Judaism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>23(a)</b>	<p>The question asks for an outline of <b>two differing</b> Jewish attitudes to the state of Israel, so Level 4 answers are likely to refer to <b>either two</b> attitudes from <b>(a)</b> below and <b>one</b> from <b>(b)</b> below, <b>or two</b> from <b>(b)</b> and <b>one</b> from <b>(a)</b>:</p> <p><b>(a) many Jews support the state of Israel</b>, as they believe it is the embodiment of the promised land; it enables Jews to defend themselves and to control their own destiny; many Jews believe that the experience of Nazi persecution, during World War II, proves that the state of Israel is essential to their safety and survival as a nation; <b>(b) some Jews oppose the state of Israel</b>, as they consider that it is based on secular, not religious, values; they think that its existence undermines traditional Jewish religious values; they believe that the state of Israel could only be improved by allowing Judaism to play a larger part in how it is governed.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>23(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: as the living memorial to the Holocaust, it helps to ensure that the horrors of the Holocaust are not forgotten; through its commitment to the four pillars of remembrance (commemoration, documentation, research and education), it helps to ensure that they will not be repeated; it has become a place of pilgrimage for many Jews who observe Yom Hashoah (Holocaust Martyrs' and Heroes' Remembrance Day); it is important as an expression of the collective grief of the Jewish people.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.



Question Number	Answer
<b>23(c)</b>	<p><b>The issue is whether religion has any part to play in running a country.</b></p> <p>Level 4 answers are likely to <b>contrast the view(s)</b> that many politicians and government ministers have religious beliefs and values which apply to every aspect of their lives, while these religious beliefs and values may give them high ethical standards, and make them more compassionate and successful leaders (and they may refer to examples), <b>with the view(s)</b> that some religious beliefs/values could make it difficult for political leaders to govern well, particularly if they are applied inflexibly in all situations, while pursuing specific religious goals, which may be beneficial to one religious group, but not others, would be divisive within a country, and could lead to conflict with other countries.</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Judaism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

## SIKHISM

Question Number	Answer
<b>24(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such aspects as: Sikhs are required to give alms to the poor, and to support those in the community who suffer; they should abstain from alcohol or other intoxicating substances; they should protect the weak and needy; they should make a good marriage; they should respect their elders.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>24(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: the Guru Granth Sahib is regarded as the Living Guru, which contains essential truth and wisdom for Sikhs; it is the source of religious authority for Sikhs, and it provides all the guidance they require about how to lead a good life; it contains 974 hymns by Guru Nanak, the first Guru and the founder of Sikhism, and hymns and poems by the other Gurus; the tenth and last human Guru, Gobind Singh, established the Guru Granth Sahib as the successor of himself and his nine predecessors.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>24(c)</b>	<p><b>The issue is whether religious people depend too much on their sacred texts for guidance.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many religious people would argue that they are right to depend on the sacred texts of their religion, because they are divinely-inspired sources of guidance on all aspects of life, and they may refer to such examples as the Guru Granth Sahib, which Sikhs regard as the Living Guru, <b>with the view(s)</b> that the guidance provided by sacred texts does not free religious people from the responsibility to think for themselves, especially as sacred texts were written at a particular point in history, and at a certain stage in the development of society, so it may be necessary to adapt their teachings, or apply them flexibly, in order to fit new situations.</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Sikhism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>25(a)</b>	<p>Level 4 answers are likely to outline at least <b>three</b> such teachings as: Guru Nanak taught that sexual differences are functional, and that a perfect marriage should be characterised by equality; that wealth has no bearing on the process of rebirth; that caste is of no significance, and that caste differences are "like dust"; and that, as God is the source of all life, and has no colour or form, discrimination on the grounds of race, religion or gender is wrong.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>25(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: northern India has been an area of conflict between Islam and Hinduism, and Sikhs and their leaders were persecuted for insisting on their right to practise their religion; as an independent religious group, Sikhs and their leaders were seen as a threat by the other two faiths; as the Sikh Gurus developed into princely rulers, rather than peaceful holy men, they were drawn into political disputes in the Mughal empire.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>25(c)</b>	<p><b>The issue is whether only the weak and powerless are in favour of equality.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that some philosophers (and others) have argued (and they may refer to examples) that only inadequate people, who are unable to cope with life's challenges, are in favour of equality, and that religious teachings about human equality make religion attractive to the weak and powerless, who turn to it for protection against the strong and powerful, who do not need it, <b>with the view(s)</b> that those (including the strong and powerful) who believe in human equality do not deny that human beings are different and have different abilities, but uphold the equal worth of each individual human being, while many religions teach that all human beings are equal before God, who created them and has a purpose for all of them (including the weak and powerless).</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 3, answers must give an opinion, refer to another point of view, and refer to <b>Sikhism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
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<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
<b>26(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such features as: the sacred tank or amrit pool, from which the city of Amritsar takes its name; the Temple coated in gold leaf; the bringing together of Hindu and Muslim architectural styles; the four doors corresponding to the four points of the compass.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>26(b)</b>	<p>Level 4 answers are likely to explain that symbols are a reminder to worshippers in the gurdwara of important aspects of their religion, and then refer to <b>two</b> such examples as: the absence of chairs, and worshippers sitting on the floor, which symbolises humility before the Guru Granth Sahib; the placing of the Guru Granth Sahib on a raised platform, which symbolises its authority for Sikhs as the Living Guru; the sharing of kara prashad, which symbolises the equality of each member of the congregation in the eyes of God; the offering of gifts, which symbolises the unity of the Sikh community.</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
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
<b>26(c)</b>	<p><b>The issue is whether a religious community can function without a place of worship.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that its place of worship is at the heart of a religious community's life, as worship, religious education and community activities are held there, and they may refer to specific examples, such as the role of the gurdwara in Sikhism, <b>with the view(s)</b> that the building which a religious community uses for worship needs to be distinguished from the religious community itself, which would continue to worship and run its other activities, even if it did not have a building, as many religious communities have done in the past and continue to do (and they may refer to examples).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Sikhism</b>.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	5	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, based on their evaluation of both sides of the issue.

**APPENDIX – ALTERNATIVE ANSWERS TO THE MULTI-RELIGION QUESTIONS IN PART 1**

**2 (b) Answers based on Christianity, Hinduism, Islam, Judaism and Sikhism.**

Question Number	Answer
	<p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such teachings as: there is one all-powerful and all-loving God, who has a purpose for all human beings; Jesus taught that God has promised human beings 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.</p> <p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> 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.</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such teachings as: Allah 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, Allah will judge them by their conduct, and decide whether to send them to heaven or hell.</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such teachings as: some Jews believe in the resurrection of the dead (and they may refer to specific teachings); others hold that the soul is immortal, and goes to heaven (and they may refer to specific teachings); they believe that they must live by the Almighty'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.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such teachings as: although human life is cyclical, there is one omnipotent God, who created the universe; individual human beings are capable of realising their relationship with God, and achieving unity with him; they must lead their lives according to the teachings of the Gurus, and practise meditation and community service.</p> <p>Other approaches are possible and must be marked according to the levels.</p>



### 3 (b) Answers based on Buddhism, Hinduism, Islam, Judaism and Sikhism.

Question Number	Answer
	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such teachings as: Buddhists believe that human life begins at conception, which suggests that the rights of the foetus are equal to those of adults; this would make abortion contrary to the first of the Five Precepts, which forbids killing; however, many Buddhists do not think a pregnancy should continue, if a woman's life or health is at risk.</p> <p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such teachings as: Hindus believe that all life should be respected and preserved (ahimsa); they also believe that life enters the embryo at the point of conception, which leads them to oppose abortion; however, many Hindus accept the legal situation in India, which allows abortion in certain situations (risk to the pregnant woman's life).</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such teachings as: some Muslims do not permit abortion, as it is contrary to the teaching of the Qur'an about the sanctity of life; they also believe that it is forbidden by Qur'anic teaching against killing of children; however, some Muslims permit abortion, if there is danger to the pregnant woman's life.</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such teachings as: generally, Judaism is opposed to abortion, because of teachings in the Talmud about the sanctity of life and the sixth commandment; however, it is permitted if the pregnant woman's life is in danger, or continuation of the pregnancy is a serious risk to her health, as the woman's life is more important than that of the foetus; abortion is not forbidden in exceptional situations, like rape, where rabbis can advise on the best way forward.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such teachings as: some Sikhs are against abortion, as it is contrary to the teaching of the Guru Granth Sahib about not killing a daughter; they also believe that it is wrong, because life is sacred and starts at the point of conception; however, some Sikhs do accept it in certain circumstances, such as the pregnant woman's life being at risk.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

**6 (b) Answers based on Buddhism, Christianity, Islam, Judaism and Sikhism.**

Question Number	Answer
	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such attitudes as: some Buddhists do not allow divorce, as it causes suffering to those affected by it; they also believe that it prevents development of the paramitas or qualities (ethical behaviour, in particular); however, other Buddhists believe that divorce is preferable to an unsuccessful marriage, which may distract Buddhists from following the Noble Eightfold Path.</p> <p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such attitudes as: most Christians are opposed to divorce, because of Jesus' teaching that marriage is a lifelong union; and some believe that a marriage cannot be ended, only annulled (declared not to have existed); however, other Christians accept that marriages do fail, and that, in some cases, divorce is the lesser of two evils.</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such attitudes as: Islam accepts that marriages fail, and so divorce is accepted in Islam; however, those seeking a divorce must make every effort to repair their marriage; some Muslims stress the fact that divorce is the most hated of permitted acts.</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such attitudes as: divorce is allowed in Judaism, because marriage is an agreement between two parties; however, marriages are expected to be for life, and divorce is discouraged; Orthodox Jews stress the need for divorced people to remarry, whereas Liberal Jews have a different attitude.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such attitudes as: Sikhs believe that marriage is a divine institution, in which husband and wife become one soul in two bodies; and divorce is discouraged, because marriage is a sacred union which should not be ended; however, it is more generally accepted by Sikhs living in western societies, in cases where the marriage has broken down.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

**7(b) Answers based on Buddhism, Christianity, Hinduism, Judaism and Sikhism.**

Question Number	Answer
<b>7(b)</b>	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such teachings as: racism goes against the first of the Five Precepts, which requires Buddhists not to harm other living creatures; Buddhism is concerned with ending suffering and showing compassion, and these support promoting racial harmony; those who oppose racial harmony are in a state of avijja and kilesa, and are unaware of the Buddha’s teachings.</p> <p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such teachings as: Christianity teaches that God loves all his human creatures equally, so Christians have a religious duty to promote racial harmony; Jesus’ teachings, as in the Parable of the Good Samaritan, show that racial prejudice and discrimination are wrong; Christian Churches and leaders have taught/teach the importance of racial harmony (and they may refer to specific examples).</p> <p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such teachings as: Hinduism teaches that all people are equal, as every individual soul is part of the universal Brahman, and this encourages racial harmony; not being prejudiced, or discriminating, against people of other races shows understanding of the unity of Brahman, which is present in everyone; Hindu leaders and teachers have taught the importance of racial harmony (and they may refer to specific examples).</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer at least <b>two</b> such teachings as: there is only one God (the Almighty), who is the creator of the universe and all that is in it; as God created all people, they are all equal; although the Jews are the chosen people, the Almighty made it clear, through the prophets, that this gives them responsibilities towards other people; many Jews hope for a messianic age of peace and justice for all.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such teachings as: according to the Guru Granth Sahib, one God created all human beings, so one race is not superior to another; Sikhism teaches that members of all races can achieve salvation, which promotes racial harmony; Sikhism has always opposed the caste system, as it teaches that all human beings are equal, regardless of race.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

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