



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel International GCSE
In Religious Studies (4RS0/01)

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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.

Although the assessment objectives are weighted separately, they are inter-related.

AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

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
1(a)	<ul style="list-style-type: none"> • (the belief that) human beings have been given the right to exercise control over all other living beings • humans are in charge of all animals <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • humans should look after animals • humans are better than animals <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer
1 (b)	<p>Level 3 answers, based on Buddhism, are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> • there is no permanent self/soul • rebirth as another living thing is based on kamma • Mahayana Buddhists may believe in different realms of rebirth <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Christianity, are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> • people will be judged by God • good people will be resurrected in heaven • those who cause others to suffer may be punished in hell <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Hinduism, are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> • the atman is reincarnated in another living thing • rebirth as another living thing is based on karma • the aim of life to achieve moksha <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Islam, are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> • people will be judged by Allah • good people will be resurrected in Paradise • those who cause others to suffer may be punished in hell <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Judaism, are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> • people will be judged by the Almighty • good people will be resurrected in heaven • the existence of an afterlife is seen to be much less important than the present life <p>Other approaches are possible and must be marked according to the levels.</p>

	<p>Level 3 answers, based on Sikhism, are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> • a person is reincarnated in another living thing • rebirth as another living thing is based on karma • the aim of life is to achieve union with Waheguru <p>Other approaches are possible and must be marked according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer	
1(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • human life is simply the result of biochemical processes • the role of human beings is to propagate life • some may believe the purpose of human life is about developing yourself • human life is seen currently as the pinnacle of evolution <p>The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.</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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
1(d)	<p>The issue is whether the nature of human beings is evil.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • that human beings are by nature aggressive and are therefore evil • some Christians teach that humans are born with original sin • human beings are genetically driven to seek their own interest <p>with the view(s) that:</p> <ul style="list-style-type: none"> • some Christians believe that humans are created innocent and perfect • there is the potential of both good and evil in everyone • there are examples of people who naturally seem to put others first <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 named 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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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
2(a)	<ul style="list-style-type: none"> • (the belief that) the human will is free, so human beings can choose and act freely • humans having the freedom to choose <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • freedom of choice <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	
2(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> • Adam and Eve sinned by partaking of the fruit and this introduced wrongdoing into the world • sin is to act against God and therefore the root cause of all wrongdoing • when humans sin they cause other people to suffer and potentially respond in a wrong way <p>Other approaches are possible and must be marked according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer	
2(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • in some religions the teaching of ahimsa suggests that no living thing should be harmed but should be cared for • in some religions humans were given the role of stewards by God • some religious people will believe they have a responsibility to leave the planet in a fit state for their children • it links with a belief in karma which might be central to their religion <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
2(d)	<p>The issue is whether everything a person does is already determined.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • a key teaching of Islam is al-Qadr and that Allah is in control of humanity • human nature means that humanity is subject to their passions and have no control over their actions <p>with the view(s) that:</p> <ul style="list-style-type: none"> • while God may know the choices to be made, humans are still free to make those choices • human experiences show that people can act contrary to their instincts and passions <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 named 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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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
3(a)	<ul style="list-style-type: none"> • (the belief that) God has goodwill towards all beings • all-loving • loving <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • a characteristic of God • an example of benevolence <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
3(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> • experience shows that everything has a cause • there cannot be an infinite regress of causes • there must be a first cause of the process of causes, and this is God; • as every event within the universe has a cause, the universe as a whole must have a cause • the only cause capable of producing such an effect is God <p>Other approaches are possible and must be marked according to the levels.</p>
Level	Mark Descriptor
	0 No rewardable material.
Level 1	1-2 For an isolated example of relevant knowledge.
Level 2	3-4 For basic relevant knowledge, presented within a limited structure.
Level 3	5 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
3(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • they tend to rely on science for explanations rather than something that cannot be tested • they were brought up in an environment that rejected belief in God • the conflict between what religions teach and the actions of their adherents • the incompatibility of religions leads them to reject all possibilities including the existence of God • the inconsistency of an all-loving and all-powerful God with the existence of suffering <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
3(d)	<p>The issue is whether the current law on abortion should be changed.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • some Christians might believe that abortion should always be illegal • the current time limit is reflective of a time before medical advances • a woman should always have the right to choose <p>with the view(s) that:</p> <ul style="list-style-type: none"> • the law of the country seems to be working in practice • having restrictions means that abortion does not become a form of contraception • some religious people would consider the mother's life to be always paramount <p>The answer may refer to laws in a country other than the UK- please mark answers accordingly</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 named 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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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
4(a)	<ul style="list-style-type: none"> an experience (or experiences) which changes a person's whole outlook on life (and religious belief) changing from one religion to another <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> changing your opinion <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	
4(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> life is precious and should be protected those that live are 'lucky' because of the number of potential lives that could have existed respect for life is an indication of an enlightened society <p>Other approaches are possible and must be marked according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer	
4(c)	<p>Level 4 answers are likely to develop two such ways as:</p> <ul style="list-style-type: none"> • in some religions life is seen to be a test and suffering helps make sense of the test • karma ensures that people who cause suffering and those who suffer will be punished/ rewarded accordingly • some Christians see this life as a 'vale of soul making' meaning that suffering strengthens a person • all suffering may be seen as linked to human choice which removes responsibility from God <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
4(d)	<p>The issue is whether the current law on euthanasia should be changed.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • some Muslims might believe that euthanasia should be illegal as it is killing a person • the law of the country seems to be working in practice • having restrictions means that euthanasia does not become the norm <p>with the view(s) that:</p> <ul style="list-style-type: none"> • the current law is not reflective of the needs of the dying • a person should always have the right to choose • it works in countries that have legalised it <p>The answer may refer to laws in a country other than the UK- please mark answers accordingly.</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 named 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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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
5(a)	<ul style="list-style-type: none"> • having sexual relations before marriage • sex before marriage <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • sex outside marriage <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	
5(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> • non-religious people will see childlessness as something that can be overcome • the solutions offered to childlessness will be subject to personal beliefs and attitudes • non-religious people may offer support to childless couples in seeking to have children <p>Other approaches are possible and must be marked according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer	
5(c)	<p>Level 4 answers are likely to develop two ways such as:</p> <ul style="list-style-type: none"> • providing rites of passage where parents promise to help bring their children up properly • running faith schools which teach the importance of the family, and provide an ethos that establishes expectations for children • providing classes to teach right from wrong • running children's and youth groups • religious leaders act as counsellors to families if necessary <p>The question is about different attitudes, and answers which refer to only one attitude cannot go beyond Level 2.</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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
5(d)	<p>The issue is whether religious people should accept divorce</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • it is supported by the majority of society and a large number of those are religious • Buddhists believe that it might reduce the suffering of some people • many people see divorce as a human right <p>with the view(s) that:</p> <ul style="list-style-type: none"> • it is condemned in some religions because it is breaking promises made before God • it sometimes can be seen to be an easy way out • it reduces the status and importance of marriage <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 named 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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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
6(a)	<ul style="list-style-type: none"> remaining unmarried and having no sexual relationships making a decision to abstain from having sex <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> not having sex <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	
6(b)	<p>Level 3 answers are likely to outline at least two such attitudes as:</p> <ul style="list-style-type: none"> some religious people believe that both homosexual sex and homosexual inclinations are wrong they may feel that homosexuality is contrary to the law which God has created some religious people distinguish between inclinations and practice, and teach that homosexuals should follow lives of chastity some religious people teach that long-term, monogamous relationships should be accepted/ encouraged, while condemning promiscuity and sexual exploitation <p>The question is about different attitudes, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Other approaches are possible and must be marked according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer	
6(c)	<p>Level 4 answers are likely to develop two attitudes such as:</p> <ul style="list-style-type: none"> • some religious people see cohabitation as wrong as it is premarital sex • it is wrong because it provides a less committed and stable family life • some may accept it as it does not harm anybody • there may be an acceptance as it is a trial period before marriage avoiding a divorce later. <p>The question is about different attitudes, and answers which refer to only one attitude cannot go beyond Level 2.</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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
6(d)	<p>The issue is whether marriage is only a legal agreement between two people.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • the emphasis on God as part of the marriage involves promises between three parties • in Christianity the couple promise they will accept children lovingly from God so this is more than a promise to each other • the congregation have a role in the service and in the sustaining of the marriage <p>with the view(s) that:</p> <ul style="list-style-type: none"> • marriage is exclusively between two people and no one should interfere with this relationship • marriage in society is an agreement that can be ended by either of the two parties like any contract if the promises are broken • Islam sees the marriage as a contract between two people confirmed in the nikah <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 named 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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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
7(a)	<ul style="list-style-type: none"> feeling pity for the suffering of others, which makes one want to help them showing love and care to someone else who is suffering <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> helping the poor an example of compassion <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	
7(b)	<p>Level 3 answers are likely to outline at least two such attitudes as:</p> <ul style="list-style-type: none"> women and men are equal and should be treated as such there are some jobs that are more suited to men than women because of their strength women are deserving of respect because of the things that they do- this might be manifest in equal pay <p>The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Other approaches are possible and must be marked according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer	
7(c)	<p>Level 4 answers, are likely to develop two reasons such as:</p> <ul style="list-style-type: none"> • human rights often reflect religious teachings such as all people being equal • freedom of religion is an important part of freedom of expression • it is part of their belief that they and other people should be able to believe as they choose • human rights afford the followers of religion with legal protection. <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
7(d)	<p>The issue is whether there are more benefits in a multi-faith society than there are problems.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • it enables people to have opportunities to understand and respect people of all religions • they ensure that people are not exposed to just one approach to life and become narrow minded <p>with the view(s) that</p> <ul style="list-style-type: none"> • people of faith, such as Hindus, are often encouraged to marry within the faith which may be difficult in a multi-faith society • with so many people who disagree arguments and divisions are inevitable <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 named 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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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
8(a)	<ul style="list-style-type: none"> • (the belief that) there is truth in all religions and welcoming and working with other people, whatever their religion • there is truth in all religions <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • a view about the validity of other religions <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	
8(b)	<p>Level 3 answers are likely to outline at least two such attitudes as:</p> <ul style="list-style-type: none"> • because they have been blessed by God they should help those who are less fortunate • in Islam Muslims are taught to purify their wealth by giving zakah to the poor • the wealth may be temporary and as such they should follow the Golden Rule which is common in all religions <p>Other approaches are possible and must be marked according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer	
8(c)	<p>Level 4 answers are likely to develop two reasons such as:</p> <ul style="list-style-type: none"> • they feel that they have the truth which has to be shared with all people • they have been commanded to do so by religious leaders • they believe that the message they share can bring harmony to the world • they believe that only through belonging to their religion can a person hope for a positive afterlife <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
8(d)	<p>The issue is whether there should be no discrimination in religious communities against those with a disability.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • disability awareness has increased over the recent past and therefore religious people should adapt their places of worship • religions teach about the equality of humanity (for example Judaism) <p>with the view(s) that</p> <ul style="list-style-type: none"> • there are some roles within religious communities that people may feel those with a disability are physically unable to do • biased actions are often done in ignorance and religious communities are not immune to such bias. <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 named 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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
9(a)	<p>Level 4 answers are likely to refer to two such ways</p> <ul style="list-style-type: none"> • the Vinaya lays down the rules for the Sangha which is a crucial part of Buddhist society and as such might lead to enlightenment • they show an example of how to live the Buddha's teachings such as khanti • they lay the foundation for the religion and practice of Buddhism in living the Middle Way • they encourage Buddhists to live the qualities the Buddha lived such as metta. <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
9(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • monks gain merit through serving lay people • through the service of the lay people of providing gifts of food, clothing and medicine lay people can be included in the meaning of sangha • monks and nuns ensure that Buddhism carries on as a living religion by meditating, studying the scriptures, teaching Buddhism to others, offering advice on the basis of Buddhist principles • they perform Buddhist ceremonies on behalf of the laity. <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
9(c)	<p>The issue is whether the Four Noble Truths are out of date.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • they are part of the fundamental teaching from which all other Buddhist teachings have developed • they are more relevant today as society is more materialistic <p>with the view(s) that</p> <ul style="list-style-type: none"> • they were given hundreds of years ago in a different context • elements of magga are impossible in today's society <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 Buddhism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
10(a)	<p>Level 4 answers are likely to outline how such as:</p> <ul style="list-style-type: none"> • he realised the ineffectiveness of hedonism and asceticism • he seated himself before the Bodhi tree • the Buddha was assailed by Mara and his daughters • he did not respond to their efforts • he touched the ground with his hand • the Buddha was enlightened and understood the true nature of all things <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
10(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • meditating on a particular aspect shown by the rupa helps develop that quality • the position of the rupa enables a Buddhist to remember specific examples from the Buddha's life • they show the Buddha who is the founder of Buddhism and an example of enlightenment • they are an aid to enlightenment which help focus the mind <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
10(c)	<p>The issue is whether it matters what a vihara looks like</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • a vihara should have certain features such as a library to enable the teaching of Buddhism • a vihara should be designed to enable Buddhists to focus on their path to enlightenment <p>with the view(s) that</p> <ul style="list-style-type: none"> • the design is irrelevant compared to just needing a space to meditate • there are many different designs of a vihara around the world <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 Buddhism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
11(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> • visit the holy Bodhi tree (Bodh Gaya) • pray at the Mahabodhi Temple (Bodh Gaya) • participate in puja • observe the worship by the monks • circumambulate the stupa to commemorate the Deer Park Sermon (Sarnath) • observe some of the original relics of the Buddha (Sarnath) <p>Answers that do not refer to both Sarnath and Bodh Gaya cannot go above level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
11(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • it shows that a life of denial does not accomplish anything • it is where the Buddha met the five other ascetics that became his first followers • certain events show a miraculous protection of the Buddha and therefore his importance • it helps Buddhists today avoid the pitfall of extreme asceticism <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
11(c)	<p>The issue is whether mandalas are an important part of a Buddhist's worship</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • they help focus the mind • they teach the importance of impermanence which is needed for enlightenment <p>with the view(s) that:</p> <ul style="list-style-type: none"> • mandalas only represent a deeper reality • the Buddha did not use mandalas in his search for enlightenment <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 Buddhism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
12(a)	<p>Level 4 answers are likely to outline such teachings as:</p> <ul style="list-style-type: none"> • it is the direct word of God outlining his will • it is the revealed word of God mediated by humans • it should be used as the basis for all guidance and moral decision making • it should be used in conjunction with the conscience and the words of Church leaders • it is fallible in that it was written by people in a different time with different needs <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
12(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it enables Christians to remember important places and events associated with Jesus • as a penance, sometimes people feel that to show remorse for sins, they might gain special merit by going on pilgrimage • it is important to follow literally in the footsteps of Jesus, for example following the steps of Jesus in the Via Dolorosa in Jerusalem • there are also churches in the places of pilgrimage that celebrate the various events associated with them • it enables a worshipper to feel closer to God <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
12(c)	<p>The issue is whether the Ten Commandments are important today.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • they form the basis of the rule of law in a lot of countries • Jesus strengthened them in his teachings in the Sermon on the Mount <p>with the view(s) that</p> <ul style="list-style-type: none"> • some of them, for example taking the Lord's name in vain, are widely ignored • they were given thousands of years ago for a specific community <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 Christianity.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
13(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> • Jesus went into the wilderness for 40 days • he was tempted to turn a stone into bread • he was promised the riches of world if he worshipped Satan • he was tempted to jump off the temple so the angels would catch him • Jesus withstood the temptations by quoting scripture <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>If an examiner is uncertain about the activities outlined, the answer should be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
13(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it enables the community to come together • it enables people to draw closer to God • it enables people to partake of the eucharist and feel God's presence in their lives • it enables Christians to praise God in many different ways • it was the tradition from the beginning for Christians to come together to worship God <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
13(c)	<p>The issue is whether Christians must always follow their conscience</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • it is seen as the voice of God guiding people • it is a very individual source of authority; the others are more general <p>with the view(s) that</p> <ul style="list-style-type: none"> • it can be influenced by society and so the Bible is the only reliable source of authority • Church leaders are able to give God’s guidance for today without bias or influence <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 Christianity.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
14(a)	<p>Level 4 answers will outline from examples such teachings as:</p> <ul style="list-style-type: none"> • a Christian will lose themselves in the service of God and others • a Christian will speak kindly to all people • a Christian will pray for all people • a Christian will be full of charity towards others • a Christian must be prepared to suffer for others. <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
14(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • they repair the broken relationship with God • the death of Jesus is the supreme act and example of love • Jesus' resurrection shows there is a life after death • the resurrection offers everyone the hope that they will live again • through these events Jesus takes upon himself the sins of all people <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
14(c)	<p>The issue is whether Jesus is the only example that Christians need in their lives today.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • some Christians believe that he is the only sinless person that has ever lived • Jesus told his followers to take up their cross and follow him (Matthew 10: 38) <p>with the view(s) that:</p> <ul style="list-style-type: none"> • his example is out of most people’s reach • there are other more modern examples who exemplify Jesus’ characteristics who could be followed <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 Christianity.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
15(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> • in marriage: voluntarily holding hands near the fire to signify union • in marriage: taking seven steps around the fire, with each step including a vow/promise to each other • the naming of a baby: usually done on the eleventh or twelfth day after birth, the baby is bathed and dressed in new garments • the naming of a baby: his or her formal name, selected by the parents, is announced • end of formal education: usually includes a ceremonial bath <p>Answers which do not refer to three samskaras cannot achieve beyond Level 3.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
15(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • Gandhi taught that God is present in every religion, and no one religion, at a particular period of history, has a monopoly of religious truth • Ramakrishna and Gandhi taught that Hindus and the followers of other religions should set aside religious intolerance, and work together harmoniously to achieve their common goals • Ramakrishna taught the objective of deeper awareness of/communion with God • both set an example and gave teachings that Hindus could follow <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
15(c)	<p>The issue is whether Sruti are the most important scriptures for Hindus.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • sruti teach the most important religious truths such as the nature of reality • sruti are used in worship to show devotion to deities <p>with the view(s) that:</p> <ul style="list-style-type: none"> • smrti include religious, moral and educational writings based on tradition • the Hindu epics, the Mahabarata and the Ramayana are far more important for Hindus as the basis of festivals. <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 Hinduism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
16(a)	<p>Level 4 answers are likely to outline such ways as:</p> <ul style="list-style-type: none"> • ahimsa, as an example, is still applied by many Hindus to every part of their daily lives • truthfulness is still very important to many Hindus in which they seek to be honest • refraining from causing harm or injury to any other living creature by thought, word or deed • the principle of ahimsa lies behind the widespread vegetarianism practised in Hinduism • accepting criticism, insults and even physical assaults, without retaliation or thought of revenge, however great the provocation <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
16(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it provides knowledge of the nature of reality for example, the existence of an atman/soul is the only truth of life • it shows the true nature of moksha and the destiny of the soul • it provides a purpose to life in explaining the true nature of existence • it provides knowledge of the paths to moksha <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
16(c)	<p>The issue is whether Varanasi is the most important place of Hindu pilgrimage.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • it is a place to worship Lord Shiva in one of the many temples • it is on the banks of the Ganges and so many Hindus will sprinkle the ashes of deceased loved ones enabling positive karma <p>with the view(s) that:</p> <ul style="list-style-type: none"> • other places of pilgrimage can bring similar good karma • not all Hindus are followers of Shaivism and may not recognise its importance <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 Hinduism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
17(a)	<p>Level 4 answers are likely to outline such teachings as:</p> <ul style="list-style-type: none"> • it is celebrated in the Hindu calendar month of Ashvin • Durga Puja begins with the Mahishasuramardini – a two-hour radio programme • people will recite hymns from the scriptures from the Devi Mahatmyam (Chandi Path) • The devi arrives and departs in some form of transportation which predicts the lives of people for the coming year • crowds gather to offer flower worship or pushpanjali on the mornings, of the sixth to ninth days • at the end of six days, the sculpture is taken in a procession for immersion <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
17(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • pujaris are responsible for performing puja and aarti • pujaris are responsible for taking care of murtis • pujaris can act as counsellors for worshippers • swamis are important teachers in the Hindu community • some swamis are installed as murtis within the mandir and are seen as manifestations of the divine <p>Answers that do not refer to both pujaris and swamis cannot go above level 2.</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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
17(c)	<p>The issue is whether Rama is only important as an avatar of Vishnu.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • in essence worshipping Rama is only worshipping Vishnu • Rama embodies one of the human forms of Vishnu and therefore makes Vishnu more accessible to devotees <p>with the view(s) that:</p> <ul style="list-style-type: none"> • Rama is worshipped as an individual deity • Rama provides devotees with an example of certain characteristics that may not immediately be associated with other avatars of Vishnu <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 Hinduism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
18(a)	<p>Level 4 answers are likely to outline the most common activities such as:</p> <ul style="list-style-type: none"> • it is customarily 2.5% of a Muslim's total savings and wealth • the collected amount is paid first to zakah collectors • the contributions are given to poor Muslims, to new converts to Islam, to Islamic clergy, and others • it can be given to those living without means of livelihood • in some Muslim countries it is a tax that is compulsory • Shi'a Muslims see it as an entirely voluntary action <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>If an examiner is uncertain about the ceremonies outlined, the answer should be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
18(b)	<p>Level 4 answers are likely to develop such reasons as</p> <ul style="list-style-type: none"> • the Imam possesses great spiritual authority • the Imams received divine guidance in interpreting the Qur'an • they were the successors to Muhammad as the leaders of the community • they set an example that can be followed by Muslims today • Imams such as Hussein helps a Muslim understand the sacrifice needed in submitting to Allah • they were members of the family of the Prophet <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
18(c)	<p>The issue is whether Muhammad’s most important role is as an example to the believers</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • his role as exemplar and a walking hadith is central in a Muslim’s daily life • his example is the thing that affects most aspects of a Muslim’s daily life <p>with the view(s) that</p> <ul style="list-style-type: none"> • Muhammad’s role as a teacher brought together all of the previous teachings • he sealed the teachings of Allah so nothing more could be added <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 Islam.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
19(a)	<p>Level 4 answers are likely to outline such practices as:</p> <ul style="list-style-type: none"> • Muslim families gather (usually in a mosque) to thank Allah • the whole Muslim community comes together to pray • it is an integral part of the hajj where an animal will be sacrificed • the willingness of Ibrahim to sacrifice to Allah will be remembered • a meal is shared • food is offered to the poor <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
19(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it is the word of Allah revealed to Muhammad • it is the source of all Muslim teachings and beliefs • it is the source of Shari'ah law • it teaches Muslims their relationship to Allah and what is expected of them <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
19(c)	<p>The issue is whether the laws of halal and haram are understood differently within the Muslim community.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> the principles of the laws are prescribed in the Qur'an and are therefore not open to interpretation with regard to meat, supervision ensures there is no diversity in practice <p>with the view(s) that</p> <ul style="list-style-type: none"> some Muslims have different views of what is included in the laws of modesty there have been debates about the specific ingredients of foods, whether they are halal or haram <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 Islam.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
20(a)	<p>Level 4 answers are likely to outline such features as:</p> <ul style="list-style-type: none"> • events leading up to and including the Prophet's arrival in Madinah • the invitation of the people of Madinah to the Prophet to lead their community • the establishment of community relations between the various factions • the establishment of the first mosque by the Prophet • drawing up a code of practice for the community to live by <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
20(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • they are experts in Muslim law and tradition, who represent the scholarly consensus (ijma) • they often have powerful leadership roles • they are able to analyse problems which are not covered precisely in the Qur'an, Hadith or Shari'ah • they are an accepted means of resolving issues, helping members of Muslim communities to decide the right course of action <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
20(c)	<p>The issue is whether the Jum'a prayers are the most important of the week.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • all men are expected to attend in the mosque • the blessings for attending are more than any other prayer <p>with the view(s) that</p> <ul style="list-style-type: none"> • not every Muslim is expected to attend • no prayer is more significant than any other <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 Islam.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
21(a)	<p>Level 4 answers are likely to outline such features as:</p> <ul style="list-style-type: none"> • it is celebrated together as families and the wider community • there are additional morning prayers, asking others for forgiveness, giving charity, performing the kapparot ritual, an extended afternoon prayer service, and two festive meals • it takes place on the 10th day of the 7th month as the day of atonement for sins • Yom Kippur is a strict day of rest • Yom Kippur has five prayer services - Maariv; Shacharis; Mussaf; Minchah and Neilah <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
21(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • his principles summarise the most important beliefs of Judaism • his principles are accepted as a summary of beliefs by a large number of Jewish people • he taught that what the prophets have said is true • his teachings show Jews that there will be no other Torah • he reassures Jews that the Almighty will reward those who obey the Torah, and punish those who do not <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
21(c)	<p>The issue is whether Brit Milah is the ceremony that makes a person Jewish.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • it is only available to male Jews • one is Jewish because of birth to a Jewish mother <p>with the view(s) that</p> <ul style="list-style-type: none"> • it is a sign of the covenant with Abraham • it is the first outward sign of entry into the Jewish community <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 Judaism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
22(a)	<p>Level 4 answers are likely to outline such events as:</p> <ul style="list-style-type: none"> • a Beth Din consists of three observant Jewish men, at least one of whom is widely knowledgeable in Jewish law • the Beth Din will hear arguments and representations from people involved • the Beth Din will draw on the Torah and the Mishnah for examples • the Beth Din will apply principles drawn from tradition • the Beth Din will usually reach a consensus • in some cases there will only be one member to hear the discussion <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
22(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it is a way to observe one of the Ten Commandments • it brings the Jewish family together • it provides an opportunity to worship the Almighty • it is a practice that unites the Jewish community past and present • it is a reminder of the law • it is a reminder of their relationship to the Almighty <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
22(c)	<p>The issue is whether the Western Wall is the only place a Jewish pilgrim should visit.</p> <p>Level 4 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> the Western Wall is the place most visited by Jewish pilgrims to Jerusalem it is on the site of the Temple which was the centre of Jewish life in ancient Israel <p>with the view(s) that</p> <ul style="list-style-type: none"> the whole of the land of Israel is important as the Promised Land Masada might be more important as a place of sacrifice and martyrdom for the land of Israel <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 Judaism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
23(a)	<p>Level 4 answers are likely to outline such activities as</p> <ul style="list-style-type: none"> • worship takes place on the Sabbath • the Torah will be read from the bimah • the scrolls will be kept in the ark • men and women will worship separately in some synagogues • the Amidah (standing) prayer will be given • it is the place where instruction is given • there will be some community activities <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
23(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • they were given by the Almighty • they are a sign of Jewish identity • they are an observable expression of a Jewish person's faith • they are a tradition that has continued through the ages <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
23(c)	<p>The issue is whether the Perkei Avot are as important today as when they were first taught.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • the law of the Almighty never changes • there are many examples in it of ethical guidance that are relevant today <p>with the view(s) that</p> <ul style="list-style-type: none"> • they only made sense within the context of time and geography when they were first taught • some Jews are comfortable in relaxing some of the demands of the laws <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 Judaism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
24(a)	<p>Level 4 answers will outline such examples as:</p> <ul style="list-style-type: none"> • Guru Nanak was born on April 15, 1469 in India • Guru Nanak refused to accept the sacred cotton thread from the Hindu priest • when he was 16 he was married to Sulakhani daughter of a merchant • Nanak took a job as an accountant in charge of the stores of the Muslim governor of Sultanpur • early one morning in 1499 Guru Nanak went to the river Bain for his bath. After entering the river Nanak did not surface and people thought he had drowned. Nanak was actually meeting with God, he later taught about God • Guru Nanak then went on long journeys to teach his message to the people in hymns • he set up local cells called manjis, where his followers could gather to recite hymns and meditate • he founded a settlement known as Kartharpur (the Abode of God) on the banks of the Ravi river • Nanak was once taken prisoner by the Mughals • Guru Nanak gathered his followers together and invited Angad to occupy the seat of the Guru. In this way Guru Angad was ordained as the successor to Guru Nanak <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
24(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it is a twentieth century interpretation of the laws of Sikhism • it is based on the teachings of the Gurus • following its teachings enables the Sikh community to be unified • it is an authoritative source of Sikh teachings for many Sikhs <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
24(c)	<p>The issue is whether the Harimandir is only important as a place of pilgrimage</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • it contains the sacred tank or amrit pool, from which the city of Amritsar takes its name • it is home to the Akal Takht <p>with the view(s) that,</p> <ul style="list-style-type: none"> • it is one of the seats of authority in the Sikh community • some Sikhs do not view pilgrimage as a part of Sikh devotion <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 Sikhism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
25(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> • Sikhs are instructed to perform them daily • they are a continuous reminder of how Sikhs are to conduct themselves in life • the 5 Banis are usually recited in the early morning • Rehiras is read in the evening around 6pm • Kirtan Sohila is recited just before going to sleep at night • Kirtan Sohila is normally read when one is sitting in one's bed <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
25(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • the ceremony takes place before the Guru Granth Sahib and only those who have taken amrit may be present • it follows the practice started by Guru Gobind Singh • it enables a person to take upon themselves the law of the Khalsa • it is a way of unifying the Sikh community • it provides a Sikh with a sense of identity <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
25(c)	<p>The issue is whether melas are a necessary part of Sikhism.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • they provide the opportunity to bring the Sikh community together in large processions • they remember important events in Sikh history such as the celebration of the amrit ceremony in Vaisakhi <p>with the view(s) that</p> <ul style="list-style-type: none"> • they were not prescribed as essential by the Gurus • devotional acts and sewa are far more central to a Sikh's life <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 Sikhism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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	
26(a)	<p>Level 4 answers are likely to outline such reasons as:</p> <ul style="list-style-type: none"> • the granthi is appointed to deal with all aspects of, and to attend to, the Guru Granth Sahib • the granthi often performs such Sikh ceremonies as welcoming a child, weddings and funerals • the granthi can be the community's spiritual director, who leads the congregation in prayer (ardas), hymn-singing (kirtan) and discourses (katha) • the granthi is often responsible for teaching children, young people and adults about the Guru Granth Sahib <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer	
26(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • they remember the founding of the Khalsa • they were introduced by Guru Gobind Singh to help identify Sikhs as a religious group and remind them of their faith • the kesh is a reminder of their holiness • the kangha reminds Sikhs of the importance of cleanliness and orderliness in life • the kirpan reminds them of the need to be willing to defend truth and fight against evil • the kara symbolises commitment to truth and the eternity of God <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.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	
26(c)	<p>The issue is whether Guru Gobind Singh is the most important of the Ten Gurus.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • no Guru is more important than any of the others • Guru Nanak is the most important as the founder of Sikhism <p>with the view(s) that</p> <ul style="list-style-type: none"> • Guru Gobind Singh is responsible for the place of the Guru Granth Sahib as the living Guru today • he gave Sikhs a sense of identity in the founding of the Khalsa <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 Sikhism.</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.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	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.

