



## Mark Scheme (Results)

June 2019

Pearson Edexcel International GCSE  
In Religious Studies (4RS1/01)  
Paper 1: Beliefs and Values

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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.

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Not sharing resources. (1)</li> <li>• Not giving to charity. (1)</li> <li>• Not helping those in need. (1)</li> <li>• Spending all one's money on oneself. (1)</li> <li>• Not paying employees a fair wage. (1)</li> </ul> <p>Accept any other alternative valid response.</p>		<b>3</b>

Question number	Answer	Reject	Mark
1(b)	<p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Some may think there is no empirical evidence of an ultimate reality; (1) faith requires belief in the unseen. (1)</li> <li>• Children may be brought up in an atheist household, (1) and see no reason to change their belief system. (1)</li> <li>• Tragic events may lead a person to conclude that God does not exist, (1) for example, the death of a loved one after prayer. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>4</b>

Question Number	Indicative content
1 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Suffering is caused by change. People lose things, people and situations to which they have become attached, this results in suffering.</li> <li>• Suffering is caused by painful experiences, old age, sickness and death. These are linked to the Four Sights the Buddha saw on his first journey outside his palace.</li> <li>• Even if a person is not immediately in pain they will still be unhappy and suffer because they have not reached enlightenment.</li> <li>• The basis of all suffering is desire caused by greed, ignorance and hatred which lead to attachments and result in craving.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Life is a test sent by God. Suffering is part of the test of life. How an individual reacts helps to determine if a person is judged worthy of heaven.</li> <li>• Suffering is caused by God-given free will. God will not override the free will of an individual even if they are using their free will to harm others.</li> <li>• God permits Satan to cause suffering to God's followers, as exemplified by the suffering inflicted upon Job. This enables them to demonstrate their faithfulness in the face of adversity.</li> <li>• Suffering caused by natural evil, such as floods, is due to human ignorance of God's design, since they do not understand that some places are unsuitable to live in.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Brahman does not impose suffering on people; evil and suffering are a natural consequence of the law of karma acting in people's lives.</li> <li>• Suffering is the result of a person's actions in a previous existence. Previous actions and motives have inevitable consequences and need to be paid for in this life.</li> <li>• Natural disasters are necessary for the balance of life on earth. For example, flooding rivers help to enrich the soil in the floodplain to grow crops for food.</li> <li>• Suffering enables Hindus to gain good karma by treating those who suffer with compassion and kindness.</li> </ul>

	Accept any other valid response.
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Life is a test sent by Allah. Suffering is part of the test of life. How an individual reacts helps to determine if a person is judged worthy of paradise.</li> <li>• Suffering is caused by free will given by Allah. Allah will not override the free will of an individual even if they are using their free will to harm others.</li> <li>• Allah permits Iblis to cause suffering to those who follow Allah, as exemplified by the suffering inflicted upon Ayyub. This enables them to demonstrate their faithfulness in the face of adversity.</li> <li>• Suffering caused by natural evil, such as floods, is due to human ignorance of Allah's design since they do not understand that some places are unsuitable to live in.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Life is a test sent by the Almighty. Suffering is part of the test of life. How an individual reacts helps to determine if a person is judged worthy of heaven.</li> <li>• Suffering is caused by God-given free will. The Almighty will not override the free will of an individual even if they are using their free will to harm others.</li> <li>• The Almighty permits Satan to cause suffering to God's followers, as exemplified by the suffering inflicted upon Job. This enables them to demonstrate their faithfulness in the face of adversity.</li> <li>• Suffering caused by natural evil, such as floods, is due to human ignorance of the Almighty's design, since they do not understand that some places are unsuitable to live in.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Self-centeredness is the main cause of evil leading to suffering. Pride, lust, greed, ego and anger separate people from God, this ultimately causes suffering.</li> <li>• Suffering is the result of a person's actions in a previous existence. Previous actions and motives have inevitable consequences and need to be paid for in this life.</li> <li>• God does not impose suffering on humans directly rather suffering is allowed by God as a test of courage and faith.</li> <li>• Suffering enables Sikhs to demonstrate compassion and empathy. A person's reaction to suffering can therefore draw them closer to God.</li> </ul>

	Accept any other valid response.	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (A01)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (A02)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (A02)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (A01)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (A02)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (A02)</li> </ul>

Question number	Indicative content	Mark
1(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Judaism, Christianity and Islam all worship a single God who was revealed to different prophets throughout history beginning with Adam as the first man.</li> <li>• The Bible teaches that there is only one God and that he has a plan for humanity. For the plan to be fulfilled there can be only one God with the omniscience and omnipotence to see it through.</li> <li>• Many religious people believe that all religions teach part of a universal truth that will result in reward for those who are good people. This suggests, for some Christians, that ultimately there is one God at the heart of all faith and he is understood in different ways.</li> <li>• Polytheism was the earliest form of religious belief and the gods and goddesses who were worshipped were representations of the forces of nature and ancestral spirits.</li> <li>• In some traditions there are gods and goddesses who seek to do good for humanity contrasted with those who cause harm, otherwise a single entity must be responsible for both the good and evil that happens.</li> <li>• Atheists could point to the evidence from science and say rather than one God there is no God as there has never been empirical proof of an eternal being.</li> </ul> <p>Accept any other valid response.</p>	12



Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes Connection between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
2(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Recycling. (1)</li> <li>• Sponsoring an endangered animal. (1)</li> <li>• Use renewable energy sources. (1)</li> <li>• Use biodegradable products. (1)</li> <li>• Use public transport. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<b>3</b>

Question number	Answer	Reject	Mark
2(b)	<p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Religious people may believe human beings were given free will by God (1), so they could freely choose to worship him. (1)</li> <li>• Humans actions are planned by God (1), he has predetermined the destiny of every person. (1)</li> <li>• Human beings can misuse their free will (1), God will not interfere even to prevent moral evil. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief/development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<b>4</b>

Question Number	Indicative content
2(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Buddhists have no creator God to explain the existence of the universe. Buddhists believe that world systems come into being naturally, survive for a time, are destroyed and remade.</li> <li>• The Buddha described the process of creation in the Aggana Sutta. The inhabitants of the earth were at first spirits until their greed and attachment caused their bodies to become solid.</li> <li>• The Buddha taught his followers not to concern themselves with seeking answers to questions they could not answer so many Buddhists accept the scientific explanation of the origin of this universe.</li> <li>• The Dalai Lama criticised Darwinian evolution arguing that it does not explain the origins of life. He was equally sceptical about the Big Bang as a realistic explanation for the universe.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• The Bible reveals the story of creation. God created everything from nothing in six days and rested on the seventh.</li> <li>• God is described as omnipotent and omniscient and is therefore the only possible creator of a complex universe.</li> <li>• The world shows evidence of design, for example in the complexity of the human eye, which some Christians believe could not have arisen as the result of the Big Bang.</li> <li>• The creator of the universe must have existed outside of time in order to bring the world into existence. Only God is eternal and is the only one who could have created the universe.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• The Hindu scriptures contain many different stories and beliefs about creation. The sacred sound Aum is believed to have been the first sound at the start of creation.</li> <li>• Hindus believe three functions of Brahman are shown by the three gods Shiva, Brahma and Vishnu. Brahma is believed to be the creator and source of all creation.</li> <li>• In the Rig Veda it teaches that the universe was created from the body of a single cosmic man, Purusha, when his body was sacrificed.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Vishnu Purana describes Vishnu as the creator, sustainer, destroyer and then re-creator of the universe. This process takes place over a vast period of time, thought to be about nine billion years.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• The Qur'an tells the story of creation. It says that Allah created the world in six days and was not wearied by his work.</li> <li>• Allah is described as omnipotent and omniscient and is therefore the only possible creator of a complex universe.</li> <li>• The world shows evidence of design, for example in the complexity of the human eye, which some Muslims believe could not have arisen as the result of the Big Bang.</li> <li>• The creator of the universe must have existed outside of time in order to bring the world into existence. Only Allah is eternal and is the only one who could have created the universe.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Genesis reveals the story of creation. The Almighty created everything from nothing in six days and rested on the seventh.</li> <li>• The Almighty is described as omnipotent and omniscient and is therefore the only possible creator of a complex universe.</li> <li>• The world shows evidence of design, for example in the complexity of the human eye, which Jews believe could not have arisen as the result of the Big Bang.</li> <li>• The creator of the universe must have existed outside of time in order to bring the world into existence. Only the Almighty is eternal and is the only one who could have created the universe.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Sikhs believe in the 'Oneness of Creation'. The universe was made by Waheguru who created the earth and everything on it with a single word. 'Waheguru spoke once and there was creation.'</li> <li>• Waheguru is in charge of the earth and without his will nothing can exist, change or develop.</li> <li>• Before the creation there was no earth, no sky, no sun and no life. Only Waheguru existed until he decided to create the world.</li> <li>• Some Sikhs draw a parallel between the emergence of the world from the void and the Big Bang. According to both modern science and the Guru Granth Sahib there are innumerable galaxies in the universe.</li> </ul>

	Accept any other valid response.	
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	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (A01)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (A02)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (A02)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (A01)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (A02)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (A02)</li> </ul>

Question number	Indicative content	Mark
2(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Christians would agree since they believe God breathed life into humans and so each human contains the divine, which they describe as the soul. As God is immortal the soul must also be immortal.</li> <li>• Some scientists are also beginning to accept the idea that a human being is more than the sum of its atoms and chemical reactions. Even when people suffer catastrophic memory loss they retain a sense of personality or 'self'.</li> <li>• Jesus taught about the soul as a reality; 'Do not fear those who kill the body but are unable to kill the soul' suggesting God created human beings to be embodied souls.</li> <li>• Some religions such as Buddhism do not believe in the existence of a soul. The Buddha taught that what people call the soul does not have a real, independent existence.</li> <li>• Many non-religious people disagree with the concept of an immortal soul since there is no evidence that any part of a person survives after the death of the body.</li> <li>• Many scientists think that all human behavior can be explained as a series of complex chemical reactions. A soul suggests an unchanging 'self' but reality shows that a person changes over the course of a lifetime as they learn from experience.</li> </ul> <p>Accept any other valid response.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes Connection between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
3(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• People report having near death experiences. (1)</li> <li>• Some children remember previous lives. (1)</li> <li>• Mediums who can talk to the dead. (1)</li> <li>• Ghosts. (1)</li> <li>• It provides comfort after bereavement. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<b>3</b>

Question number	Answer	Reject	Mark
3(b)	<p>Award one mark for providing a reason. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Buddhists should practise metta (loving-kindness). (1) This should be spread through the community and the world and will reduce suffering. (1)</li> <li>• Being a loving person helps to promote happy, healthy relationships, (1) this overcomes anger and therefore reduces suffering. (1)</li> <li>• The Buddha taught that it is possible to end suffering. (1) A person who reaches enlightenment will be filled with compassion for all living things. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<b>4</b>



	Accept any other alternative valid response.		
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Jesus taught Christians to 'Love your neighbour', (1) redistributing wealth helps to reduce suffering. (1)</li> <li>• The Parable of the Sheep and the Goats teaches Christians they will be judged on how they treat others, (1) providing food for the hungry fulfils Jesus' command. (1)</li> <li>• In the Sermon on the Mount Jesus said Christians should give charity in secret, (1) therefore they can receive reward from God rather than praise from other people. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	4
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Hindus are taught in the scriptures that they should always be generous, (1) and no guest should ever be turned away without food. (1)</li> <li>• They should work to relieve suffering to gain good karma for themselves, (1) even though suffering may be the result of bad karma from a previous life. (1)</li> <li>• Gandhi taught that every person is part of Brahman (1) therefore people should always help others to reach moksha. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	4
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• The Qur'an teaches Muslims to give Zakah to reduce suffering; (1) they are commanded to be 'steadfast in prayer and regular in charity'. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the belief given</li> </ul>	

	<ul style="list-style-type: none"> <li>• Payment of Zakah purifies the remaining wealth, (1) so Muslims can trust they will not be punished after death. (1)</li> <li>• Muslims give sadaqah to help those in need. (1) This can be used to reduce suffering both at home and abroad. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<p>and to the question.</p>	<p>4</p>
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Jews are expected to give one tenth of their money to the poor, (1) and if they do not give it they are robbing the Almighty and others. (1)</li> <li>• Leviticus gives clear instructions to leave food for the poor after harvest. (1) Farmers cannot revisit their fields or vineyards for a second harvest. (1)</li> <li>• The Talmud shows the importance of a decent standard of living for all, (1) it says that it is better to treat the Sabbath like a weekday than to need other people's support. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<p>4</p>
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Sikhs should strive to become more God-centred, (1) they should therefore live life serving others, reducing suffering. (1)</li> <li>• There can be no true worship without performing good deeds, (1) for example, service in the langar. (1)</li> <li>• Guru Amar Das taught the idea of daswandh (giving a tenth of surplus money to the community), (1) this reduces suffering by providing schools and hospitals. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<p>4</p>

Question Number	Indicative content	
3 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Some believe that it is up to God to give a couple the gift of a child, if God has not blessed them in this way then he may have a different plan for their lives.</li> <li>• Some believe that God has provided the scientific knowledge to provide infertility treatment to help couples have children. It is therefore working with God rather than against him.</li> <li>• Some believe that some types of infertility treatment are acceptable if the sperm and egg come from a married husband and wife, as to involve a third party would be adultery.</li> <li>• Some believe that infertility treatment should not be available to those who would be single parents or to homosexual couples since God wants children to be born into a stable married relationship with both a mother and a father.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (A01)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (A02)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (A02)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (A01)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (A02)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (A02)</li> </ul>

Question number	Indicative content	Mark
3(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The scriptures of many religions teach that humanity's purpose is to worship God, therefore without religious belief, regardless of how meaningful life appears to be, a person's life cannot be fulfilling its true purpose.</li> <li>• Muslims regard the purpose of life as a test from God. Their responses determine their eternal fate on Judgement Day. Without God there can be no test.</li> <li>• For some religious people their primary role is to spread the word of God. They are therefore responsible to God for how the world receives his message and must set a good example in every area of their lives.</li> <li>• Humanists often believe that the finality of a single life makes it important to live life well. Since there is no eternity all the meaning and purpose of life must be realised on earth.</li> <li>• Many non-religious people find meaning and purpose in family life by raising their children with morals and values, which equip them to be good citizens without the need for God's rules.</li> <li>• Many non-religious people contribute a great deal to the society they live in. Since there is no afterlife it is more important to work to improve the quality of life for all on earth today.</li> </ul> <p>Accept any other valid response.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
4(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Both people are poorer. (1)</li> <li>• Children may not see one parent regularly. (1)</li> <li>• Parents may fight over custody. (1)</li> <li>• Children may not do as well at school. (1)</li> <li>• Children may be happier. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	3

Question number	Answer	Reject	Mark
4(b)	<p>Award one mark for providing an attitude. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Many Buddhists are opposed to sex outside marriage, (1) because of the Third Precept which bans sexual misconduct. (1)</li> <li>• Many are opposed to adultery, (1) as it may cause suffering. (1)</li> <li>• Cohabitation and a healthy sexual relationship are acceptable, (1) because Buddhists do not see marriage as a religious duty. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• All Christians are firmly opposed to adultery, (1) because it was forbidden by God in the Ten Commandments. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated attitude/development.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Many Christians believe sex should only take place within marriage, (1) because it is the place God instituted as the correct place to have and raise children. (1)</li> <li>• Some Christians accept sex outside marriage within the confines of a committed and enduring relationship (1) and see it as a step on the road to marriage. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Some Hindus believe sex should take place within marriage (1) since sexual desire is regarded as one of the chief aims of human life. (1)</li> <li>• Intention is important to determine if the sexual conduct of a person is acceptable. (1) If sex is pursued solely for pleasure outside marriage it is considered harmful. (1)</li> <li>• Hinduism permits sexual intercourse outside marriage in some Tantric practices. (1) These aid self-realisation and redirect sexual energy into spiritual energy. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Muslims believe sex should only take place within marriage, (1) as it is the place Allah instituted to have and raise Muslim children. (1)</li> <li>• The Qur'an bans sex outside marriage, (1) both adultery and pre-marital sex are condemned. (1)</li> <li>• Some research has suggested that in non-Muslim countries young Muslims are more likely to have sex outside marriage; (1) this appears to reflect the cultural norms of the society they live in. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	

	Accept any other alternative valid response.		4
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• All Jews are firmly opposed to adultery, (1) because it was forbidden by the Almighty in the Ten Commandments. (1)</li> <li>• Many Orthodox Jews believe sex should only take place within a Jewish marriage, (1) they consider this necessary for the survival of Judaism as a religion. (1)</li> <li>• Some Jews believe Judaism needs to reflect more modern attitudes, (1) so they accept sex before marriage as part of an enduring and committed relationship. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Many Sikhs oppose sex outside marriage, (1) because the divine spark of Waheguru is present in all so the body must be kept undefiled. (1)</li> <li>• Monogamy is the rule of Sikhism, (1) being faithful to a husband or wife is central to Sikh life. (1)</li> <li>• Some Sikhs believe Sikhism needs to reflect more modern attitudes, (1) and accept sex before marriage in stable, committed relationships. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4



Question Number	Indicative content	
4 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Many religious people believe that family life was ordained by God. As such it is the only correct place to have and bring up children according to God's rules.</li> <li>• There are rules in many scriptures to ensure family life is happy and stable. For example, the Ten Commandments say 'Honour your father and your mother' and rewards those who follow this command.</li> <li>• Many religious people believe that children who grow up in stable family units are more likely to become valuable members of society as they achieve more at school and suffer fewer mental health problems.</li> <li>• Many religions teach that the family is where a person is first welcomed into a faith and where they learn their religion. For example, the Aqiqah ceremony welcomes Muslim children into the community.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (AO1)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (A02)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (A02)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (AO1)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (A02)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (A02)</li> </ul>

Question number	Indicative content	Mark
4(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Most religious people believe that God ordained marriage, and for some, such as Christians, it is a sacrament. Therefore religious belief encourages traditional heterosexual family units and improves the stability of the society.</li> <li>• Men and women complement each other with diverse skills and abilities that benefit the family unit as a whole and leads to the stable upbringing of children.</li> <li>• The only way to reproduce naturally is within a heterosexual relationship. This fulfills God's command and avoids the need to bring a third person, such as an egg donor, into the relationship.</li> <li>• Any society which promotes one form of relationship over all others will inevitably advantage some people at the expense of others. This leads to unrest and civil disobedience.</li> <li>• Science has demonstrated that not everyone is naturally attracted to members of the opposite sex, so to only promote traditional heterosexual relationships leaves some people with no option for family life or children.</li> <li>• Many people find themselves in single-parent families through family breakdown or the death of a spouse. This can leave people feeling isolated and abandoned in a society which only respects traditional roles.</li> </ul> <p>Accept any other valid responses.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connection between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
5(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Verbal abuse. (1)</li> <li>• Physical abuse. (1)</li> <li>• Cyber bullying. (1)</li> <li>• Social isolation. (1)</li> <li>• Slander. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<b>3</b>

Question number	Answer	Reject	Mark
5(b)	<p>Award one mark for providing an attitude. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <p>Answers which only provide one attitude cannot go above two marks.</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Most Buddhists are opposed to all conflict (1) because the First Precept teaches 'Avoid killing or harming any living thing'. (1)</li> <li>• The Dalai Lama taught 'Hatred will not cease by hatred but by love alone', (1) as a result Buddhists will not kill even in self-defense. (1)</li> <li>• Some Buddhists are prepared to take up arms to defend Buddhist traditions, (1) for example, during the Second World War some Japanese Buddhists wrote in support of Japan's wars of aggression. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated attitude/development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	<b>4</b>

	Accept any other alternative valid response.		
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Some Christians believe war is always wrong. (1) Jesus prevented Peter fighting back when the soldiers came to arrest him. (1)</li> <li>• The Sermon on the Mount says 'Blessed are the peacemakers'. (1) Christians should therefore work for peace and refuse to participate in war. (1)</li> <li>• Some Christians choose to fight in Just Wars, (1) as it may be the lesser of two evils. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Some Hindus believe it is right to use force in self-defense. (1) The Rig Veda says 'Let your army be glorious, not the evil-doer'. (1)</li> <li>• Hindus from the Warrior caste believe they have a duty to fight. (1) The story of Arjuna teaches them that duty and society are more important than personal feelings. (1)</li> <li>• Others believe they should not fight because of Ahimsa, (1) which teaches that Hindus should avoid harming any living thing. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Muslims can fight if Islam is under threat, (1) they are fighting in the cause of Allah. (1)</li> <li>• Some wars can be ethically justified, (1) so some Muslims will fight in a Just War. (1)</li> <li>• Some are opposed to wars and violence since Islam promotes peace. (1) The Qur'an says 'Hate your enemy</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	

	<p>mildly, he may one day be your friend'. (1)</p> <p>Accept any other alternative valid response.</p>		4
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Many Jewish people actively work for peace, (1) because Isaiah says 'They shall beat their swords into ploughs'. (1)</li> <li>• Some wars can be ethically justified, (1) so some Jewish people will fight in a Just War. (1)</li> <li>• The Almighty is often shown as a warrior in the Torah (1) who supports the Jews and brings them victory in battle. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Some Sikhs follow the teaching of Guru Nanak and are opposed to war. (1) He said 'No-one is my enemy. God within us makes us incapable of hate and prejudice'. (1)</li> <li>• Many Sikhs are prepared to take military action to promote justice. (1) Guru Gobind Singh told Sikhs they must fight against oppression. (1)</li> <li>• Some Sikhs will fight in a Dharam Yudh (Just War), (1) even if they believe there is no hope of victory. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	4

Question Number	Indicative content	
5(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The criminal is changed by the punishment and will not commit the crime again; this will reduce the rate of re-offending and therefore the crime rate.</li> <li>• Reforming criminals enables them to contribute back to the society they have damaged e.g. by gaining educational qualifications and employment.</li> <li>• It is more effective than retribution, since if criminals are simply punished and not helped, they may return to their criminal ways, increasing the threat to society.</li> <li>• Many religious people work in prisons to help criminals reform, since they believe everyone is capable of change. They hope that the criminal will find God through their help and support.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (A01)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (A02)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (A02)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (A01)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (A02)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (A02)</li> </ul>

Question number	Indicative content	Mark
5(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• A Christian may agree because the Bible says 'Do not kill' and it is God's place to judge, not the role of humans.</li> <li>• An atheist may agree since, as there is only one life, each life is very precious and killing people removes their opportunity to make restitution to society.</li> <li>• The justice system is not foolproof, and countries which have capital punishment may execute an innocent person. This damages the family of the wrongfully executed person and the justice system itself.</li> <li>• Some holy books, such as the Bible and the Qur'an, allow the use of capital punishment for the most heinous crimes, such as murder.</li> <li>• It acts as a deterrent to the rest of society; if a person is aware that the penalty for a crime is death, they are less likely to commit the crime.</li> <li>• Many people believe that justice should be reciprocal, based on 'An eye for an eye'. If a person murders someone the only just recompense is death.</li> </ul> <p>Accept any other valid responses.</p>	12



Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connection between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
6(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Peace education. (1)</li> <li>• Fundraising. (1)</li> <li>• Awareness raising. (1)</li> <li>• Building relationships. (1)</li> <li>• Peaceful protest. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<b>3</b>

Question number	Answer	Reject	Mark
6(b)	<p>Award one mark for providing a reason. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Buddhists believe in ahimsa (1) therefore they refuse to harm any living thing. (1)</li> <li>• By not bullying, they set a good example to the rest of society, (1) which may lead to people turning to Buddhism. (1)</li> <li>• This belief enables all Buddhists to speak as one voice in condemning bullying; (1) this collective voice has more impact on society. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>4</b>
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Christians are all taught to love their neighbour, (1) therefore they refuse to participate in bullying. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not</li> </ul>	

	<ul style="list-style-type: none"> <li>• By not bullying, they set a good example to the rest of society, (1) which may lead to people turning to God. (1)</li> <li>• This belief enables all Christians to speak as one voice in condemning bullying; (1) this collective voice has more impact on society. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<p>relate both to the reason given and to the question.</p>	<p>4</p>
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Hindus believe in ahimsa (1) therefore they refuse to harm any living thing. (1)</li> <li>• By not bullying, they set a good example to the rest of society, (1) which may lead to people turning to Hinduism. (1)</li> <li>• This belief enables all Hindus to speak as one voice in condemning bullying; (1) this collective voice has more impact on society. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<p>4</p>
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Muslims are taught that all people are equal, (1) therefore they refuse to participate in bullying. (1)</li> <li>• By not bullying, they set a good example to the rest of society, (1) which may lead to people turning to Islam. (1)</li> <li>• This belief enables all Muslims to speak as one voice in condemning bullying; (1) this collective voice has more impact on society. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<p>4</p>
	<p><b>Judaism:</b></p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Jews are taught that all people are equal, (1) therefore they refuse to participate in bullying. (1)</li> <li>• By not bullying, they set a good example to the rest of society, (1) which may lead to people turning to the Almighty. (1)</li> <li>• This belief enables all Jews to speak as one voice in condemning bullying; (1) this collective voice has more impact on society. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	4
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Sikhs are taught that all people are equal, (1) therefore they refuse to participate in bullying. (1)</li> <li>• By not bullying, they set a good example to the rest of society, (1) which may lead to people turning to God. (1)</li> <li>• This belief enables all Sikhs to speak as one voice in condemning bullying; (1) this collective voice has more impact on society. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	4

Question Number	Indicative content	
6(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• A sin is an offense against the will of God whereas a crime is an offense against the law of the land. Sins may vary according to the faith of an individual; the law of the land is the same for everyone.</li> <li>• Some things are forbidden to religious people but accepted by the law of the land. For example, in many religions adultery is prohibited, but it is not against the law of most countries.</li> <li>• Some things are against the law but may not be sins. For example, it is against the law to drive above the speed limit, but if a person is rushing to reach hospital and save a life, the intention makes the act not sinful.</li> <li>• A sin may have no consequence on earth as it may not be against the law, however there may be a price to pay on Judgement Day. By contrast, if a person commits a crime and are found guilty, they will be punished on earth.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (AO1)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (A02)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (A02)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (AO1)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (A02)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (A02)</li> </ul>

Question number	Indicative content	Mark
6(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Religions teach their followers to show respect and kindness to everyone, for example Jesus' teaching in the Parable of the Good Samaritan. Violence is therefore never appropriate.</li> <li>• Conflicts, even when they appear justified, often have unintended consequences. It is more important for religious people to work towards reconciliation.</li> <li>• Famous religious leaders in history have demonstrated what can be achieved by peaceful protest. For example, Gandhi led a non-violent struggle for Indian independence from British Colonial rule.</li> <li>• Many religious books command opposition to those who are perceived as wrongdoers e.g. the biblical instruction to kill men found committing homosexual acts.</li> <li>• Some religions require their followers to fight if called upon in Holy War. Historically, both Muslims and Christians fought for control of the Holy Land.</li> <li>• Some religious people believe in reciprocal justice based on teachings such as 'An eye for an eye' from the Torah. They would therefore see conflict as an appropriate response to an attack.</li> </ul> <p>Accept any other valid responses.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connection between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
7(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Accepting inter-faith relationships. (1)</li> <li>• Welcoming people of other faiths into the country. (1)</li> <li>• Allowing the building of religious buildings from other faiths. (1)</li> <li>• Not attempting to convert those of other faiths. (1)</li> <li>• Holding shared worship services. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<b>3</b>

Question number	Answer	Reject	Mark
7(b)	<p>Award one mark for providing an example. Award a second mark for development of the example. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• People of different races are educated together, (1) enabling friendships to develop between different racial groups. (1)</li> <li>• It is illegal to refuse to employ someone because of their race; (1) this encourages equal opportunities for all. (1)</li> <li>• There are people of many races in positions of authority in government, (1) for example America had a President of Kenyan descent. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated example/development.</li> <li>• Development that does not relate both to the example given and to the question.</li> <li>• Examples which refer to faith rather than race.</li> </ul>	<b>4</b>



Question Number	Indicative content
7 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• For Theravada Buddhists the focus of practice is to become an Arhat and there are examples of females who have achieved nirvana, suggesting that given the opportunity women can aspire to the heights of faith.</li> <li>• The Dalai Lama has declared himself a feminist, one who fights for the rights of women, and in some parts of the world female Buddhists have equal status to men.</li> <li>• Buddhist women can be ordained as nuns. This has always been practised in some traditionally Buddhist regions, and is beginning in other countries where Buddhism is becoming more established, such as the United States.</li> <li>• Some Buddhists believe that a woman cannot reach enlightenment in a female body, as a consequence, men are often seen as of more value both in faith and society.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• All people were created by God and are therefore worthy of respect, and to be valued by society for their abilities and the contribution they can make.</li> <li>• Jesus had women followers and there is evidence that there were women leaders in the early Church, therefore there is no justification to treat women as less than equal in society.</li> <li>• The Church of England accepts that women are as able as men to serve God as leaders of the Church, this serves as an example to the whole of society.</li> <li>• St Paul taught that women should obey their husbands. Some Christians believe this means that women should not hold roles where they have authority over men.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Hindus regard men and women as of equal value, however they have different roles in religion and society because they have different dharmas to follow.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Ramayana tells the story of Lord Rama and his wife Sita. Hindu women are encouraged primarily to be good wives and mothers to follow the example of Sita.</li> <li>• Throughout the history of Hinduism there have always been women who were religious teachers, this sets a good example of respect for women for the rest of society.</li> <li>• In some Hindu countries Hindu women increasingly have equal status with men in every area of life; in education, employment and politics. For example, Indira Gandhi was Prime Minister of India.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• All people were created by Allah and are therefore worthy of respect, and to be valued by society for their abilities and the contribution they can make.</li> <li>• The Qur'an describes different roles for men and women. Traditionally women bear children, run the home and have responsibility for the children's Muslim upbringing. This should supercede any ambition a woman has for a wider role in society.</li> <li>• Prophet Muhammad showed the importance of women when he said 'Paradise lies at the feet of your mother', suggesting that women should be treated with great respect.</li> <li>• The role of women varies widely in different Muslim cultures. For example, in Indonesia more than 40% of senior management positions are held by women, this is higher than the United States.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• All people were created by the Almighty and are therefore worthy of respect, and to be valued by society for their abilities and the contribution they can make.</li> <li>• The Tenakh describes different roles for men and women. Traditionally women bear children, run the home and have responsibility for the children's Jewish upbringing. This should supercede any ambition a woman has for a wider role in society.</li> <li>• Many progressive Jews see women as completely equal to men in all respects, so a woman can become a Rabbi or pursue a career.</li> <li>• Jewish law excuses women from some religious duties but there are others women are obliged to carry out, such as lighting the Shabbat candles. Religious duty may therefore interfere with a woman's ability to work outside the home.</li> </ul> <p>Accept any other valid response.</p>

	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Sikh women have equal rights to men because Waheguru is neither male nor female, so no gender is favoured over the other.</li> <li>• Sikh women are free to choose their role in the Sikh community, and in some countries women now choose to pursue a university education and a career.</li> <li>• The Gurus were in favour of supporting women in spite of the prejudice they often experienced in Indian society. The Guru Granth Sahib points out that all men are conceived and born of women, making women invaluable.</li> <li>• The role of women in the Gurdwaras is increasing because of policies initiated by the Gurus. As a result women can become Granthi or a member of the Khalsa, this sets a positive example to the rest of society.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (A01)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (A02)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (A02)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (A01)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (A02)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (A02)</li> </ul>

Question number	Indicative content	Mark
7(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• St Augustine said that 'Charity is no substitute for justice withheld'. This suggests that Christians should first work for justice in the world but also be quick to give charity.</li> <li>• Some suggest that charitable giving encourages a person to view the recipient as a helpless victim. It is only when people are treated justly that they can achieve their full potential.</li> <li>• Charity may make a religious person feel good about themselves, rather than addressing the more difficult issues of why some people need aid.</li> <li>• The Qur'an commands Muslims to give regular charity; this is therefore important for a person's spiritual development.</li> <li>• Some would see every good act a person does as charity, therefore working toward a fairer distribution of the world's wealth would be a form of charitable giving.</li> <li>• The Buddha said that charity given to those who are worthy of it is like a good seed sown in good ground that yields an abundance of fruits. This shows that it is important to give charity as it benefits the recipient.</li> </ul> <p>Accept any other valid response.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes Connectionbetween many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
8(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Some countries have equal pay acts. (1)</li> <li>• Many women can now vote. (1)</li> <li>• Women can stand for public office. (1)</li> <li>• Many women are able to choose their career path. (1)</li> <li>• More women are educated based on ability. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<b>3</b>

Question number	Answer	Reject	Mark
8(b)	<p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The poor should be treated with compassion, (1) since in many cases they are not responsible for their poverty. (1)</li> <li>• The poor should be helped, (1) to enable them to access education and training. (1)</li> <li>• The poor in society should be supported; (1) benefits should ensure they achieve a good standard of living. (1)</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief/development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<b>4</b>

Question Number	Indicative content
8 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Buddhists believe all human beings are equal, and therefore possess inherent dignity and rights. Supporting human rights allows these to be expressed by the individual.</li> <li>• The Buddha proposed that the antidote to all suffering was to remove desire. To remove suffering all human beings must be treated well.</li> <li>• The Eightfold Path provides Buddhists with a means of judging their behaviour. It enables them to contribute to the growth of human rights by ensuring all their actions are honourable and do not cause suffering.</li> <li>• The UN Declaration of Human Rights acknowledges the basic needs that all human beings share. Buddhists would support this because it removes suffering.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Christians treat everyone with equality and justice. Everyone was created by God and therefore has value, so no-one should be denied their human rights.</li> <li>• Jesus said 'Love your neighbour as yourself', so Christians should aim to ensure that everyone has a good standard of living as they would want this for themselves.</li> <li>• The Parable of the Sheep and the Goats shows Christians that the poor should be supported. When a Christian feeds the hungry, or gives water to the thirsty, it is as though they do it for Jesus himself.</li> <li>• The UN Declaration of Human Rights acknowledges the basic needs that all human beings share. Christians would support this because it removes suffering.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Hinduism teaches that all people are part of a unified whole, so harming another living thing is the same as harming yourself. Hindus should therefore work to uphold human rights for all.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Mahabharata says, 'Do not do unto another what you do not like to be done to yourself', so Hindus should aim to ensure that everyone has a good standard of living, as they would want this for themselves.</li> <li>• Hindus will challenge injustice when it deprives people of their human rights. For example, the Hindu Human Rights Organisation has led many campaigns to support the human rights of Hindus wherever they are in the world.</li> <li>• The UN Declaration of Human Rights acknowledges the basic needs that all human beings share. Hindus would support this because it removes suffering.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Muslims treat everyone with equality and justice. Everyone was created by Allah and therefore has value, so no-one should be denied their human rights.</li> <li>• Muhammad said, 'Wish for your brother what you would wish for yourself', so Muslims should aim to ensure that everyone has a good standard of living, as they would want this for themselves.</li> <li>• One of the Five Pillars of Islam is the giving of Zakah. Zakah money is used to support those people who do not have a good standard of living, and therefore supports the aims of human rights.</li> <li>• The UN Declaration of Human Rights acknowledges the basic needs that all human beings share. Muslims would support this because it removes suffering.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Judaism teaches that everyone is equal in the eyes of the Almighty and therefore should be treated with equality and respect; no-one should be deprived of their human rights.</li> <li>• Jewish people have experienced times in their own history when they were treated badly, such as during the Holocaust. The Tenakh tells Jews that strangers living in their lands should be treated as one of their native-born.</li> <li>• Jewish people will challenge injustice when it deprives people of their human rights. For example, the Jewish Council for Racial Equality works to promote a world free of racism because the Almighty created all the races.</li> </ul>



	<ul style="list-style-type: none"> <li>The UN Declaration of Human Rights acknowledges the basic needs that all human beings share. Jews would support this because it removes suffering.</li> </ul> <p>Accept any other valid response.</p>	
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>Sikhism teaches that Waheguru created every being and is in everyone, therefore everyone is of value and deserves to be treated with dignity and respect.</li> <li>The differences between human beings do not make one person better than another, since Waheguru is formless and colourless. Supporting human rights for all shows respect for Waheguru's creation.</li> <li>Sikhs will challenge injustice when it deprives people of their human rights. For example, the Sikh Human Rights Group promote human rights by campaigning to reform the United Nations, so it focuses on people rather than nations.</li> <li>The UN Declaration of Human Rights acknowledges the basic needs that all human beings share. Sikhs would support this because it removes suffering.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms (A01)</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (A02)</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (A02)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (A01)</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (A02)</li> <li>Explanation of significance and influence of beliefs and values is comprehensive (A02)</li> </ul>

Question number	Indicative content	Mark
8(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Racism remains a major issue in society since laws are still required to deter people from racist actions. Religious people should act against all forms of racism to improve society for all.</li> <li>• All religions have teachings which encourage racial harmony. For example, Jews were instructed to treat strangers in their</li> </ul>	

	<p>land as native born. In order to fulfill their religious duty they therefore need to work actively for racial harmony.</p> <ul style="list-style-type: none"> <li>• All religions have members who are from diverse races, and the way they are treated by the faith provides a good example of anti-racism for society as a whole.</li> <li>• The first duty for many religious people is to worship God, therefore they may not be specifically involved in promoting racial harmony, but rather see converting others to their faith as more important.</li> <li>• Religious people do not have the power in society to bring about racial harmony, therefore the best hope of achieving it is by concerted Government action, through education and law-making.</li> <li>• Some religious people may feel that, in order to maintain religious integrity, they should remain isolated as a community. This then acts as a barrier to racial harmony as others do not understand them.</li> </ul> <p>Accept any other valid response.</p>	12
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes Connectionbetween many, but not all, of the elements in the question.</li> </ul>

		<ul style="list-style-type: none"> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>