

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Religious  
Studies (5RS01/01)

Unit 1: Religion and life based on a  
study of Christianity and at least one  
other religion

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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?

**Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion**

| Question Number            | Correct Answer  | Partially Correct Answer   | Reject  | Mark |
|----------------------------|---|--|---|------|
| <b>1 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• things that cause suffering that have nothing to do with humans</li> <li>• suffering that is caused by natural disasters</li> <li>• evil not caused by humans</li> <li>• evil caused by natural disasters</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p> | <ul style="list-style-type: none"> <li>• evil that is not moral evil</li> <li>• natural disasters</li> <li>• examples of natural evil</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p> | <p>Answers which define a different key word</p> <p>(0)</p> | 2    |

| Question Number                    | Answer   | Mark     |
|------------------------------------|--|----------|
| <p><b>1 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think that everyone should have a religious upbringing are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it leads to belief in God</li> <li>• it provides moral structure</li> <li>• it gives life purpose</li> </ul> <p>Answers which do not think that everyone should have a religious upbringing are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is brainwashing</li> <li>• children should have the freedom to choose</li> <li>• some parents are not religious</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. children should have the freedom to choose)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. children should have the freedom to choose, otherwise it is brainwashing)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p> | <p>4</p> |

|                      |   |   |
|----------------------|---|---|
| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>   |   |
| <b>1 (c)<br/>AO1</b> | <p>The main ways include:</p> <ul style="list-style-type: none"> <li>• numinous experience would provide evidence for the existence of God</li> <li>• they could show that God is able to act in the world</li> <li>• an answered prayer would prove to a person that God listens to them</li> <li>• conversion would make a person feel the presence of God</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |   |
| Level                | Mark  | Descriptor  |
|                      | 0   | No rewardable material.   |
| <b>Level 1</b>       | 1-2   | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a way</li> <li>• not explaining but only describing</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>   |
| <b>Level 2</b>       | 3-4   | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>                               |
| <b>Level 3</b>       | 5-6   | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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|----------------|-----|--|
| <b>Level 4</b> | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief way</li><li>• or two developed ways</li><li>• or two ways, one brief and one fully developed</li><li>• or three ways with one developed</li><li>• or a comprehensive explanation using one way only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|



| Question Number                    | Answer  | Mark              |
|------------------------------------|---|-------------------|
| <p><b>1 (d)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• God should be powerful enough to end suffering</li> <li>• God could make a world free of suffering</li> <li>• God would show his love by preventing suffering</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• humans cause suffering</li> <li>• suffering is part of God's plan</li> <li>• suffering is part of the test of life</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> | <p>3</p> <p>3</p> |

|                            |                                   |                  |  |
|----------------------------|-----------------------------------|------------------|--|
| Question 1<br>(a, b, c, d) | Spelling, Punctuation and Grammar |                  |  |
|                            |                                   | <b>0 marks</b>   | Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.  |
| Threshold performance      | <b>Level 1</b>                    | <b>1 mark</b>    | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |
| Intermediate performance   | <b>Level 2</b>                    | <b>2-3 marks</b> | Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.                     |
| High performance           | <b>Level 3</b>                    | <b>4 marks</b>   | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.        |

| Question Number            | Correct Answer   | Partially Correct Answer   | Reject   | Mark |
|----------------------------|--|--|--|------|
| <b>2 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• an attempt to contact God (usually through words)</li> <li>• communication with God</li> <li>• the act of talking to God</li> <li>• asking God for something</li> <li>• worshipping God</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>• communication</li> <li>• an example of a prayer</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(1)</p> | <ul style="list-style-type: none"> <li>• someone who prays</li> </ul> <p>Answers which define a different key word<br/>(0)</p> | 2    |

| Question Number                    | Answer  | Mark     |
|------------------------------------|---|----------|
| <p><b>2 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think God designed the world, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• the design of the world is so complex it could not have happened by chance</li> <li>• the world is designed perfectly</li> <li>• the world is so beautiful it must have been designed by God</li> </ul> <p>Answers which do not think God designed the world, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• the world was made by the Big Bang</li> <li>• the world is not perfect</li> <li>• there is no evidence God designed the world</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. the world is designed perfectly) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. the world is designed perfectly, God loves humans so he would design it for them) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul> | <p>4</p> |

|                      |  |   |
|----------------------|--|---|
| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>  |   |
| <b>2 (c)<br/>AO1</b> | <p>The main ways include:</p> <ul style="list-style-type: none"> <li>• they might make a person think about God in a positive way</li> <li>• they might make a person think that God is a fantasy</li> <li>• they might give information which confirms belief in God</li> <li>• they may portray belief in God as irrational</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |   |
| Level                | Mark   | Descriptor  |
|                      | 0  | No rewardable material.   |
| <b>Level 1</b>       | 1-2  | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief way</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>   |
| <b>Level 2</b>       | 3-4  | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>                               |
| <b>Level 3</b>       | 5-6  | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

|                    |     |  |
|--------------------|-----|--|
| <b>Level<br/>4</b> | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief way</li><li>• or two developed ways</li><li>• or two ways, one brief and one fully developed</li><li>• or three ways with one developed</li><li>• or a comprehensive explanation using one way only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|--------------------|-----|--|

| Question Number                    | Answer   | Mark              |
|------------------------------------|--|-------------------|
| <p><b>2 (d)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b><br/>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• some people think God does not exist so miracles cannot happen today</li> <li>• miracles cannot happen today as they can be explained by science</li> <li>• a miracle is something that breaks the laws of science and this cannot happen</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• God can do anything including miracles</li> <li>• an example of a modern day miracle</li> <li>• miracles happened in the sacred texts so they can still happen today</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion<br/><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion<br/><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> | <p>3</p> <p>3</p> |

|                            |                                   |                  |  |
|----------------------------|-----------------------------------|------------------|--|
| Question 1<br>(a, b, c, d) | Spelling, Punctuation and Grammar |                  |  |
|                            |                                   | <b>0 marks</b>   | Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.  |
| Threshold performance      | <b>Level 1</b>                    | <b>1 mark</b>    | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |
| Intermediate performance   | <b>Level 2</b>                    | <b>2-3 marks</b> | Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.                     |
| High performance           | <b>Level 3</b>                    | <b>4 marks</b>   | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.        |



| Question Number            | Correct Answer   | Partially Correct Answer  | Reject   | Mark     |
|----------------------------|--|---|--|----------|
| <b>3 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• ending life painlessly when someone in great pain asks for it</li> <li>• when someone who is suffering asks and receives help to end their life</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> <li>• ending life painlessly when someone is in great pain</li> <li>• helping to end someone's life</li> <li>• an example of voluntary euthanasia</li> <li>• asking for someone to end their life because they are suffering</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | <p>2</p> |

| Question Number                    | Answer  | Mark            |
|------------------------------------|---|-----------------|
| <p><b>3 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think that all religious people should be against abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• life starts at conception</li> <li>• only God should end a life</li> <li>• all life is holy</li> </ul> <p>Answers which do not think that all religious people should be against abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• life begins when the baby is born</li> <li>• religious people should try to prevent suffering</li> <li>• people were given free will to make these decisions</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. religious people should try to prevent suffering)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. religious people should try to prevent suffering; a child born with no quality of life would suffer)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p> | <p><b>4</b></p> |

|                      |   |  |
|----------------------|---|--|
| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>   |  |
| <b>3 (c)<br/>AO1</b> | <b>Indicative content</b><br>The main reasons include: <ul style="list-style-type: none"> <li>• only God can end a life</li> <li>• killing is forbidden in the Ten Commandments</li> <li>• it goes against the sanctity of life</li> <li>• it is against the law</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |  |
| Level                | Mark  | Descriptor   |
|                      | 0   | No rewardable material.  |
| <b>Level 1</b>       | 1-2   | Little understanding of the issue shown, typically by: <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.  |
| <b>Level 2</b>       | 3-4   | Basic understanding of the issue is shown typically by: <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.                                 |
| <b>Level 3</b>       | 5-6   | A more developed understanding of the issue is shown typically by: <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |

|                |     |  |
|----------------|-----|--|
| <b>Level 4</b> | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons, one brief and one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number                    | Answer  | Mark |
|------------------------------------|---|------|
| <p><b>3 (d)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p><b>Islam</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is part of the teachings of the Qur'an</li> <li>• it is a reward for a good life</li> <li>• Muhammad taught about life after death</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• there is no evidence for life after death</li> <li>• life after death is an idea made up to comfort people</li> <li>• there is no way the body can exist after death</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Judaism</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is part of the teachings of the Torah</li> <li>• it is a reward for a good life</li> <li>• Rabbis teach about life after death</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• there is no evidence for life after death</li> <li>• life after death is an idea made up to comfort people</li> <li>• there is no way the body can exist after death</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Hinduism</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is part of the teachings of the Bhagavad-Gita</li> <li>• it is part of the cycle of life</li> <li>• it is an inevitable part of existence</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• there is no evidence for life after death</li> <li>• life after death is an idea made up to comfort people</li> <li>• there is no way the body can exist after death</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |      |

## **Buddhism**

Reasons for supporting this statement could be:

- it is part of the teachings of the Tipitaka
- it is part of the cycle of rebirth
- the Buddha taught there is life after death

Reasons for not supporting this statement could be:

- there is no evidence for life after death
- life after death is an idea made up to comfort people
- there is no way the body can exist after death

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

## **Sikhism**

Reasons for supporting this statement could be:

- it is part of the teachings of the Guru Granth Sahib
- it is part of the cycle of rebirth
- the Gurus taught that there is life after death

Reasons for not supporting this statement could be:

- there is no evidence for life after death
- life after death is an idea made up to comfort people
- there is no way the body can exist after death

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

### **Award marks as follows:**

Candidates who do not refer to at least **one religion other than Christianity** in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).

(i) Own opinion

**1 mark** for

- a simple reason

**2 marks** for

- a developed reason
- or two simple reasons

**3 marks** for

- three simple reasons
- or two developed reasons
- or a fully developed reason

|  |   |   |
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|  | <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"><li>• a simple reason</li></ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"><li>• a developed reason</li><li>• or two simple reasons</li></ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"><li>• three simple reasons</li><li>• or two developed reasons</li><li>• or a fully developed reason</li></ul> | 3 |
|--|---|---|

| Question Number            | Correct Answer   | Partially Correct Answer  | Reject   | Mark     |
|----------------------------|--|---|--|----------|
| <b>4 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• the belief that, after death, souls are reborn in a new body</li> <li>• rebirth (of the soul into another body)</li> <li>• being born again</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> <li>• coming back to life</li> <li>• life after death</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <ul style="list-style-type: none"> <li>• resuscitation</li> <li>• resurrection</li> </ul> <p style="text-align: right;">(0)</p> | <p>2</p> |



| Question Number                    | Answer  | Mark            |
|------------------------------------|---|-----------------|
| <p><b>4 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• media has the right of free speech</li> <li>• by criticising what religions say the media can educate people</li> <li>• the media should point out contradictions in what religions say</li> </ul> <p>Answers which do not think the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• what religions say is only for the benefit of religious followers</li> <li>• by criticising religions the media could cause conflict</li> <li>• the media may be biased</li> </ul> <p>Examples must be from this section to be credited.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. the media may be biased) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. the media may be biased and make beliefs about heaven appear irrational) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul> | <p><b>4</b></p> |

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| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>  |   |
| <b>4 (c)<br/>AO1</b> | <b>Indicative content</b><br>The main ways include: <ul style="list-style-type: none"> <li>• they will attend church on Sundays</li> <li>• they will avoid sinful activity</li> <li>• they will try to behave as Jesus taught</li> <li>• they will show love for their neighbour</li> <li>• they will keep the Ten Commandments</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |   |
| Level                | Mark   | Descriptor  |
|                      | 0  | No rewardable material.   |
| <b>Level 1</b>       | 1-2  | Little understanding of the issue shown, typically by: <ul style="list-style-type: none"> <li>• giving a brief way</li> <li>• not explaining but only describing</li> </ul> The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.   |
| <b>Level 2</b>       | 3-4  | Basic understanding of the issue is shown typically by: <ul style="list-style-type: none"> <li>• using two brief way</li> <li>• or a developed way</li> </ul> The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.                                |
| <b>Level 3</b>       | 5-6  | A more developed understanding of the issue is shown typically by: <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |

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| <b>Level 4</b> | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief way</li><li>• or two developed ways</li><li>• or two ways, one brief and one fully developed</li><li>• or three ways with one developed</li><li>• or a comprehensive explanation using one way only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number                    | Answer   | Mark              |
|------------------------------------|--|-------------------|
| <p><b>4 (d)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is the woman's right to choose</li> <li>• it should be allowed as people make mistakes</li> <li>• it is better than having an unwanted child</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• abortion should not be allowed beyond 24 weeks</li> <li>• abortion is regarded as sinful by some Christians</li> <li>• abortion can be seen as murder</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> | <p>3</p> <p>3</p> |

| Question Number                    | Correct Answer   | Partially Correct Answer  | Reject   | Mark                                 |
|------------------------------------|--|---|--|--------------------------------------|
| <p><b>5 (a)</b><br/><b>AO1</b></p> | <ul style="list-style-type: none"> <li>• where two sets of children (stepbrothers and stepsisters) become one family after their (divorced) parents marry each other</li> <li>• the joining of two adults by marriage who have had previous relationships and children from them</li> <li>• a family where there are children from previous relationships</li> <li>• a family containing step-siblings</li> <li>• blended family</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> <li>• when divorced people are married to new partners</li> <li>• a family with children who are not related</li> <li>• examples of re-constituted families</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | <p style="text-align: center;">2</p> |

| Question Number                    | Answer  | Mark            |
|------------------------------------|---|-----------------|
| <p><b>5 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it gives a couple the chance to get closer to each other</li> <li>• pre-marital sex is acceptable in society</li> <li>• some couples cannot marry, yet wish to have sex</li> </ul> <p>Answers which do not think sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it breaks up families</li> <li>• it is against some religious teachings</li> <li>• it can lead to suffering</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it can lead to suffering) <span style="float: right;"><b>1 mark</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it can lead to suffering as a person might contract an STI) <span style="float: right;"><b>2 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <span style="float: right;"><b>3 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <span style="float: right;"><b>4 marks</b></span></li> </ul> | <p><b>4</b></p> |

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| Question Number | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b> |
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| <b>5 (c)<br/>AO1</b> | <p><b>Indicative content</b></p> <p><b>Islam</b><br/>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Islam is a religion of compassion</li> <li>• Allah is merciful</li> <li>• it may be the lesser of two evils</li> <li>• it is not forbidden in Islam</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Judaism</b><br/>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Jewish scriptures outline the conditions for allowing divorce</li> <li>• God is merciful</li> <li>• it may be the lesser of two evils</li> <li>• it may reduce suffering</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Hinduism</b><br/>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it may be better for the family</li> <li>• it is allowed if the couple are unable to have children</li> <li>• it may be the lesser of two evils</li> <li>• it may reduce suffering</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Buddhism</b><br/>The main reasons include:</p> <ul style="list-style-type: none"> <li>• marriage is a contract which can be ended</li> <li>• it may be the lesser of two evils</li> <li>• it may reduce suffering</li> <li>• it may be the kindest action</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |
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|  | <p><b>Sikhism</b></p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• God is merciful</li> <li>• It may be the lesser of two evils</li> <li>• it may reduce suffering</li> <li>• it is allowed if the couple are unable to have children</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |
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| Level          | Mark | Descriptor   |
|----------------|------|--|
|                | 0    | No rewardable material.  |
| <b>Level 1</b> | 1-2  | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>  |
| <b>Level 2</b> | 3-4  | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>                                 |
| <b>Level 3</b> | 5-6  | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |



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| <b>Level 4</b> | 7-8 | <p>A clear understanding of the issue is shown typically by referring to two views:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons, one brief and one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|---|

| Question Number                    | Answer   | Mark              |
|------------------------------------|--|-------------------|
| <p><b>5 (d)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it interferes with God’s plans for a couple</li> <li>• some religious teachings are against it</li> <li>• only God should decide when life is created</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it allows a couple to plan when they have children</li> <li>• it can protect the health of the couple</li> <li>• God gave free will for people to make such decisions</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> | <p>3</p> <p>3</p> |

| Question Number            | Correct Answer  | Partially Correct Answer   | Reject  | Mark |
|----------------------------|---|--|---|------|
| <b>6 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• marrying again (after being divorced from a previous marriage)</li> <li>• marriage made after being divorced or widowed</li> <li>• a second marriage</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>• an example of someone who has re-married</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b><br/>(1)</p> | <p>Answers which define a different key word<br/><br/>(0)</p> | 2    |

| Question Number                    | Answer   | Mark     |
|------------------------------------|--|----------|
| <p><b>6 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think that attitudes towards homosexuality have changed are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• homosexuality is regarded as normal</li> <li>• civil partnerships are legal</li> <li>• celebrities are able to be openly homosexual</li> </ul> <p>Answers which do not think that attitudes towards homosexuality have changed are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• homosexuals are unable to marry in most churches</li> <li>• some religions teach that homosexual activity is not acceptable</li> <li>• it is still regarded as unnatural</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. civil partnerships are legal) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. civil partnerships are legal and equal to married relationships in the eyes of the law) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul> | <p>4</p> |

| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>  |
|----------------------|--|
| <b>6 (c)<br/>AO1</b> | <p><b>Reject answers which do not refer to a religion other than Christianity.</b></p> <p><b>Islam</b><br/>The main Muslim reasons include:</p> <ul style="list-style-type: none"> <li>• children are a gift from Allah</li> <li>• raising a family is the main purpose of marriage</li> <li>• contraceptives interfere with Allah’s plan</li> <li>• some contraceptives work by causing early abortions</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Judaism</b><br/>The main reasons given by Jewish people include:</p> <ul style="list-style-type: none"> <li>• children are a gift from God</li> <li>• raising a family is the main purpose of marriage</li> <li>• some contraceptives work by causing early abortions</li> <li>• scriptures forbid ‘wasting seed’ (semen)</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Hinduism</b><br/>The main Hindu reasons include:</p> <ul style="list-style-type: none"> <li>• children are a gift</li> <li>• raising a family is the main purpose of the householder stage</li> <li>• some contraceptives work by causing early abortions</li> <li>• it could interfere with the cycle of life</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Sikhism</b><br/>The main Sikh reasons include:</p> <ul style="list-style-type: none"> <li>• children are a gift from God</li> <li>• raising a family is the main purpose of married life</li> <li>• some contraceptives work by causing early abortions</li> <li>• it could encourage sex outside marriage</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |

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|                | <p><b>Buddhism</b></p> <p>The main Buddhist reasons include:</p> <ul style="list-style-type: none"> <li>• it could lead to excessive desire</li> <li>• some contraceptives work by causing early abortions</li> <li>• it can be against the precept not to kill</li> <li>• celibacy is seen to be the ideal</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |  |
| <b>Level</b>   | <b>Mark</b>  | <b>Descriptor</b>  |
|                | 0  | No rewardable material.  |
| <b>Level 1</b> | 1-2  | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>  |
| <b>Level 2</b> | 3-4  | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>   |
| <b>Level 3</b> | 5-6  | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>   |
| <b>Level 4</b> | 7-8  | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief reasons</li> <li>• or two developed reasons</li> <li>• or two reasons, one brief and one fully developed</li> <li>• or three reasons with one developed</li> <li>• or a comprehensive explanation using one reason only.</li> </ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |

| Question Number                    | Answer  | Mark              |
|------------------------------------|---|-------------------|
| <p><b>6 (d)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• divorce can cause conflict in families</li> <li>• it can lead children to be unhappy</li> <li>• divorce separates the family</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it might lead to less conflict in the family</li> <li>• it might be the lesser of two evils</li> <li>• Churches teach that it can be better for some families</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> | <p>3</p> <p>3</p> |

| Question Number            | Correct Answer  | Partially Correct Answer  | Reject   | Mark                                 |
|----------------------------|---|---|--|--------------------------------------|
| <b>7 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• the right to practise your religion and change your religion</li> <li>• being able to practise your religion</li> <li>• being able to change your religion</li> <li>• the freedom to worship</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> <li>• doing/thinking what you want within your religion</li> <li>• believing in what you want</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p> | <p style="text-align: center;">2</p> |



| Question Number                    | Answer  | Mark            |
|------------------------------------|---|-----------------|
| <p><b>7 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think men and women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• they are equal in all other areas of life</li> <li>• God made all people equal</li> <li>• it is discrimination to treat women differently</li> </ul> <p>Answers which do not think men and women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• women are made differently to men</li> <li>• traditionally women have different rights</li> <li>• religious scriptures show men and women should have different rights</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. religious scriptures show men and women should have different rights)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. religious scriptures show men and women should have different rights, the Bible says women should be silent in church)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p> | <p><b>4</b></p> |

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| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>  |  |
| <b>7 (c)<br/>AO1</b> | <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• all people were created in the likeness of God</li> <li>• Jesus treated other racial groups fairly</li> <li>• Jesus taught to love thy neighbour</li> <li>• the Parable of the Good Samaritan shows racial discrimination is wrong</li> <li>• Churches have encouraged racial harmony</li> <li>• St Peter's vision said God has no favourites</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |  |
| Level                | Mark   | Descriptor   |
|                      | 0  | No rewardable material.  |
| <b>Level 1</b>       | 1-2  | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>  |
| <b>Level 2</b>       | 3-4  | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>                                 |
| <b>Level 3</b>       | 5-6  | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| <b>Level 4</b> | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons, one brief and one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
|----------------|-----|--|

| Question Number                    | Answer   | Mark              |
|------------------------------------|--|-------------------|
| <p><b>7 (d)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Christians should try and help others achieve salvation</li> <li>• some religious people are taught it is their duty to convert others</li> <li>• some religious people believe theirs is the only true religion</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it could cause conflict to try and convert others</li> <li>• no one should try and force another person to believe in a certain faith</li> <li>• faith is a personal matter</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b><br/>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> | <p>3</p> <p>3</p> |

| Question Number            | Correct Answer   | Partially Correct Answer  | Reject  | Mark |
|----------------------------|--|---|---|------|
| <b>8 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• believing some people are inferior or superior without even knowing them</li> <li>• a feeling that you are better or worse than someone</li> <li>• a preconceived preference or idea</li> <li>• an opinion formed without full examination of the facts</li> <li>• judging someone before you've met them</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>• judging someone</li> <li>• pre-judging</li> <li>• any example of prejudice</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(1)</p> | <p>Definitions/examples of discrimination</p> <p>Answers which define a different key word</p> <p>(0)</p> | 2    |

| Question Number                    | Answer  | Mark     |
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| <p><b>8 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think that living in a multi-ethnic society reduces racism are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• a multi-ethnic society gives people the opportunity to become educated about different cultures</li> <li>• mixing with people of other races means people are more likely to understand each other</li> <li>• children raised in a multi-ethnic societies will not be aware of racial differences</li> </ul> <p>Answers which do not think that living in a multi-ethnic society reduces racism are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• different races have different cultures which can cause friction</li> <li>• different ethnic groups have different expectations which can be difficult to live with and can lead to racism</li> <li>• the UK is multi-ethnic and there is still racism</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. different races have different cultures which can cause friction)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. different races have different cultures which can cause friction, for example, there have been race riots)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p> | <p>4</p> |

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| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>   |  |
| <b>8 (c)<br/>AO1</b> | <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it may cause problems choosing a religious place to marry</li> <li>• it may cause conflict about the religious upbringing of the children</li> <li>• it may cause divisions within/between families</li> <li>• it may cause anxiety about what will happen after death</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> |  |
| Level                | Mark  | Descriptor   |
|                      | 0   | No rewardable material.  |
| <b>Level 1</b>       | 1-2   | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>  |
| <b>Level 2</b>       | 3-4   | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>                                 |
| <b>Level 3</b>       | 5-6   | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| <b>Level 4</b> | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons, one brief and one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number                    | Answer  | Mark              |
|------------------------------------|---|-------------------|
| <p><b>8 (d)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the government needs to make more laws to promote community cohesion</li> <li>• the government needs tougher punishments for those who disturb community cohesion</li> <li>• the government needs to work at local level to solve problems in communities</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• problems are cultural and cannot be altered</li> <li>• Churches are better at this type of work</li> <li>• it is not possible to force people to work together</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> | <p>3</p> <p>3</p> |

