

# Mark Scheme (Results)

Summer 2016

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 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> <b>AO1</b>	<p>Two examples from anything that is suffering caused by humans e.g.</p> <ul style="list-style-type: none"> <li>• murder</li> <li>• stealing</li> <li>• war</li> <li>• aggression</li> <li>• terrorism</li> <li>• bullying</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>• one example of a moral evil</li> <li>• a definition of moral evil</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(1)</p>	<p>Examples of natural evil (not caused by humans)</p> <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p><b>1 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that all religious people should agree with the scientific explanation of the origins of the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• they might say that God caused the Big Bang</li> <li>• they might argue that God is the designer behind the scientific origins</li> <li>• they might say the Bible stories are symbolic; scientific theories are correct</li> </ul> <p>Answers which do not think that all religious people should agree with the scientific explanation of the origins of the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• the Bible says God created the world in six days</li> <li>• scientific ideas are only theories</li> <li>• God is able to create the world from nothing</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. they might say that God caused the Big Bang)</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. they might say that God caused the Big Bang, which is when God said 'Let there be Light' in the Bible)</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 <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>1 (c) AO1</b>	<p>The main religious ways include:</p> <ul style="list-style-type: none"> <li>• they may say people cannot understand God's reasons for allowing evil and suffering</li> <li>• evil and suffering might be part of a wider plan</li> <li>• evil and suffering is part of a test from God</li> <li>• God gave people free will, they abuse it</li> <li>• people may pray for those who are suffering</li> <li>• people may do charity work</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 saying how but only describing the problem of evil</li> <li>• not saying how only saying why</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 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>
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Question Number	Answer	Mark
<p><b>1 (d)</b> <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 world is so beautiful, it must be designed</li> <li>• the world is so complex, it must be designed by God</li> <li>• only God could design the world especially for human beings</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the world is not designed as it is not perfect</li> <li>• humans see design which is not really present</li> <li>• design proves the existence of a designer, not 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> <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 (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
<p><b>2 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• the belief that God is all powerful</li> <li>• all-powerful</li> <li>• having unlimited power</li> <li>• being able to do anything</li> <li>• give two marks if all the characteristics are included in a list</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p><b>Give two marks if all the characteristics are included in a list.</b></p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• powerful</li> <li>• a characteristic of God</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(1)</p>	<p>Reject answers which define a different key word</p> <p style="text-align: right;">(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>2 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think the causation argument proves God exists, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it provides a logical argument for the existence of God</li> <li>• there must be a first cause of the universe</li> <li>• only God is eternal so only God could cause the universe</li> </ul> <p>Answers which do not think the causation argument proves God exists, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• some things might not need to be caused</li> <li>• science proves how the world was caused</li> <li>• religious experiences prove God exists</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 provides a logical argument for the existence of God)</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. it provides a logical argument for the existence of God, only God is powerful enough to cause the universe to exist)</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 <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>2 (c) AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• children will believe what their parents tell them</li> <li>• children will worship in a faith community</li> <li>• children will learn to pray which may lead to belief in God</li> <li>• they will participate in religious festivals</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>

<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 ways</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>
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Question Number	Answer	Mark
<p><b>2 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b> Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• if God was real he would answer prayers</li> <li>• some religious people who pray may still suffer so there cannot be a God</li> <li>• no one can hear God talk to them when they pray</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• prayers are unanswered because people pray for the wrong things</li> <li>• prayers are unanswered because God knows what a person really needs</li> <li>• if God gave people all they prayed for the result would be chaos</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 <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 <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 (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> <b>AO1</b>	<ul style="list-style-type: none"> <li>• the belief that, after death, the body stays in the grave until the end of the world when it is raised</li> <li>• rising from the dead</li> <li>• the rising again of the dead at the Last Judgement</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>• getting a new body</li> <li>• life after death</li> <li>• coming back to life</li> <li>• Jesus coming back to life</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> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that euthanasia should be allowed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• people should try to reduce suffering</li> <li>• it might be the lesser of two evils</li> <li>• it might be the most loving thing to do</li> </ul> <p>Answers which do not think that euthanasia should be allowed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is against one of the Ten Commandments</li> <li>• it goes against the sanctity of life</li> <li>• only God should end a 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>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it might be the most loving thing to do)</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. it might be the most loving thing to do, for example, the person might have no quality of life)</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 <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>3 (c) AO1</b>	<b>Indicative content</b> The main reasons include: <ul style="list-style-type: none"> <li>• the media need to educate the general public</li> <li>• the media have free speech in a democracy</li> <li>• the media can provide a balance to the religious perspective about the issues raised in this section</li> <li>• the media might be needed to point out contradictions in religious teachings about life and 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>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	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>
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Question Number	Answer	Mark
<p><b>3 (d)</b> <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>• life after death is just an idea to comfort people</li> <li>• there is no place where life after death could take place</li> <li>• life after death is a logical contradiction</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• life after death is taught by all religions</li> <li>• there is paranormal evidence for life after death</li> <li>• there must be something more than this 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 Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>4 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• providing a seriously ill person with the means to commit suicide</li> <li>• suicide of a terminally ill person with the help of another</li> <li>• helping someone to kill themselves</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>• killing oneself</li> <li>• helping someone to die</li> <li>• assisting someone to commit suicide</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>2</p>

Question Number	Answer	Mark
<p><b>4 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that non-religious people should believe in life after death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• paranormal evidence backs up ideas of life after death</li> <li>• it is a reward for a good life</li> <li>• it makes the idea of death less scary</li> </ul> <p>Answers which do not think that non-religious people should believe in life after death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is a religious belief</li> <li>• there is no scientific evidence for life after death</li> <li>• there is no place for life after death to take place</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. paranormal evidence backs up ideas of life after death)</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. paranormal evidence backs up ideas of life after death for example, a person might see a ghost)</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 <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>
<b>4 (c) AO1</b>	<p><b>Reject answers which do not refer to a religion other than Christianity.</b></p> <p><b>Islam</b></p> <p>Muslim reasons why euthanasia is not acceptable include:</p> <ul style="list-style-type: none"> <li>• hadith show a Muslim must not end their life early</li> <li>• the Qur'an says those who accept suffering will be rewarded</li> <li>• only Allah can end a life</li> <li>• euthanasia is killing, this is forbidden in the Qur'an</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 given by Jewish people why euthanasia is not acceptable include:</p> <ul style="list-style-type: none"> <li>• only God can end a life</li> <li>• euthanasia is killing, this is forbidden in the Torah</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> <p><b>Hinduism</b></p> <p>Hindu reasons why euthanasia is not acceptable include:</p> <ul style="list-style-type: none"> <li>• it goes against a person's dharma</li> <li>• it is against the teaching of ahimsa</li> <li>• killing brings bad karma on the participants</li> <li>• it interferes with the natural 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></p> <p>Sikh reasons why euthanasia is not acceptable include:</p> <ul style="list-style-type: none"> <li>• only God can end a life</li> <li>• euthanasia is killing, this is forbidden</li> <li>• it interferes in God's plan for a person</li> <li>• it goes against the sanctity 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>Buddhism</b></p> <p>Buddhist reasons why euthanasia is not acceptable include:</p> <ul style="list-style-type: none"> <li>• killing brings bad karma on the participants</li> <li>• it interferes with the natural cycle of life</li> <li>• It is against the precept 'do not harm'</li> <li>• It could affect future rebirths negatively</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 reason</li> <li>• or a developed reasons</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 reason</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>4 (d)</b> <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>• life starts at conception, it is murder</li> <li>• only God should end a life</li> <li>• life is holy and should not be interfered with</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• life begins when the baby is born, so it is not murder</li> <li>• Christians 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>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>5 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>sex before marriage</li> <li>sex without marriage</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>cohabitation</li> <li>sex outside marriage</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<b>5 (b)</b> <b>AO2</b>	<p><b>Indicative content</b></p> <p>Answers which think attitudes towards divorce have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• fewer people follow religious teachings</li> <li>• there are many more divorces than in the past</li> <li>• it is acceptable for high profile couples to divorce</li> </ul> <p>Answers which do not think attitudes towards divorce have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is still frowned upon</li> <li>• it breaks up families</li> <li>• it is still against some religious teachings</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 is acceptable for high profile couples to divorce)</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. it is acceptable for high profile couples to divorce, for example Prince Charles was able to have a divorce)</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 <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) AO1</b>	<p><b>Indicative content</b></p> <p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it allows a couple to express their love without the worry of having a baby</li> <li>• the Church of England said it was up to the couple's conscience</li> <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>
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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>

<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></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>5 (d)</b> <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>• adultery is against the teachings of the Qur'an</li> <li>• it is against Shari'ah law</li> <li>• it is a sin</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is natural</li> <li>• it is a good way to show love to a partner</li> <li>• people have free will</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>• adultery is against the Ten Commandments</li> <li>• it is a sin</li> <li>• it can lead to STIs</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• if a couple is engaged, it is acceptable</li> <li>• some Jewish people accept cultural changes</li> <li>• people have free will</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>• sexual activity is not part of the brahmacharya stage of life</li> <li>• it may result in bad karma</li> <li>• it is against a Hindu's dharma</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is natural</li> <li>• some Hindu texts celebrate sensual pleasure</li> <li>• people have free will</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>3</p> <p>3</p> <p>3</p>





	<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>	
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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>6 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• living together without being married</li> <li>• living together and having a sexual relationship</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• living together</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Answers which define a different key word  (0)</p>	2

Question Number	Answer	Mark
<p><b>6 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that attitudes towards family life have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is more acceptable to be a single parent family</li> <li>• same sex parents are more common</li> <li>• divorce and remarriage is more likely</li> </ul> <p>Answers which do not think that attitudes towards family life have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• religions still encourage traditional family life</li> <li>• it is still regarded as the place where children are raised</li> <li>• divorce is still frowned upon</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. same sex parents are more common)</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. same sex parents are more common and adoption agencies treat them the same way as heterosexual couples)</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 <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>
<b>6 (c) AO1</b>	<p><b>Reject answers which do not refer to a religion other than Christianity.</b></p> <p><b>Islam</b></p> <p>The main Muslim reasons include:</p> <ul style="list-style-type: none"> <li>• the Qur'an provides guidelines for ending a marriage</li> <li>• marriage is a contract which can be ended</li> <li>• it is better than raising children in an unhappy family</li> <li>• Shari'ah law allows it</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>The main reasons given by Jewish people include:</p> <ul style="list-style-type: none"> <li>• the Talmud provides guidelines for ending a marriage</li> <li>• marriage is a contract which can be ended</li> <li>• it is better than raising children in an unhappy family</li> <li>• Jewish law allows it</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>The main Hindu reasons include:</p> <ul style="list-style-type: none"> <li>• it is allowed if one of the couple cannot have children</li> <li>• it is allowed after 15 years of childlessness</li> <li>• it is better than causing suffering</li> <li>• the Hindu Marriage Act allows it</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></p> <p>The main Sikh reasons include:</p> <ul style="list-style-type: none"> <li>• it is allowed if one of the couple cannot have children</li> <li>• it is better than causing suffering</li> <li>• divorce is allowed according to the law of the country</li> <li>• it is better than raising children in an unhappy family</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></p> <p>The main Buddhist reasons include:</p> <ul style="list-style-type: none"> <li>• marriage is a contract which can be ended</li> <li>• it is better than raising children in an unhappy family</li> <li>• it is better than causing suffering</li> <li>• divorce is allowed if the couple are unhappy</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.</p>

		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>6 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b> Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• homosexuals are still victims of prejudice and discrimination</li> <li>• homosexuals cannot get married in some churches</li> <li>• some Churches still teach that homosexual sexual activity is wrong</li> <li>•</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• same-sex marriages are now allowed by law</li> <li>• Churches teach against homophobia</li> <li>• Churches teach that God made everyone in his image including homosexual</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> Candidates who do not refer to <b>Christianity</b> 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> <b>AO1</b>	<ul style="list-style-type: none"> <li>• many different religions living together in one society</li> <li>• people of many religions living together</li> <li>• people of many beliefs living together</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>• different religions</li> <li>• an example of a multi-faith society</li> </ul> <p><b>Any alternative wording of the above point 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>7 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think the government can help community cohesion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• they can pass laws against racial and religious hatred</li> <li>• they can ensure schools promote community cohesion</li> <li>• they can fund anti-racism campaigns</li> </ul> <p>Answers which do not think the government can help community cohesion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• people have free will to do what they want</li> <li>• differences between people may cause conflict</li> <li>• the government cannot change how people feel</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. they can pass laws against racial and religious hatred)</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. they can pass laws against racial and religious hatred, such as the Racial and Religious Hatred Act in 2006)</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 <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>7 (c) AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• women are more likely to work full time</li> <li>• sex discrimination is now illegal</li> <li>• women now have to be paid the same as men for the same job</li> <li>• women are now equal to men politically</li> <li>• it is now more common for men to take a role in childcare</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>• using one 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 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 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 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 ways</li><li>• or two developed ways</li><li>• or two ways, one brief and one 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>
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Question Number	Answer	Mark
<p><b>7 (d)</b> <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>• Allah created all races</li> <li>• Muhammad did not discriminate</li> <li>• Muslims will be judged on how they treat other people</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is the role of governments to work for racial harmony</li> <li>• Allah gave free will</li> <li>• people are too busy to get involved in racial harmony</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>• the Almighty created all races</li> <li>• it is a sin to discriminate</li> <li>• Jewish history shows being racist is wrong</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is the role of governments to work for racial harmony</li> <li>• the Almighty gave free will</li> <li>• people are too busy to get involved in racial harmony</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>• racism may result in bad karma</li> <li>• it is against a Hindu's dharma</li> <li>• racism causes suffering</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• people have free will</li> <li>• it is the role of governments to work for racial harmony</li> <li>• people are too busy to get involved in racial harmony</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>3</p> <p>3</p> <p>3</p>

	<p><b>Buddhism</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• racism may result in bad kamma</li> <li>• racism causes suffering</li> <li>• racism is against the Buddhist teaching of Right Action</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• people have free will</li> <li>• it is the role of governments to work for racial harmony</li> <li>• people are too busy to get involved in racial harmony</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></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• racism may result in bad karma</li> <li>• Sikhs are judged on how they treat one another</li> <li>• racism causes suffering</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• people have free will</li> <li>• it is the role of governments to work for racial harmony</li> <li>• people are too busy to get involved in racial harmony</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>  Candidates who do not refer to at least <b>one religion other than Christianity</b> in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).  (i) Own opinion  <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  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul>	<p>3</p> <p>3</p>
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	<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>	
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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>8 (a)</b> <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>worshipping freely</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>doing/thinking what you want within your religion</li> <li>believing whatever you want</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2



Question Number	Answer	Mark
<p><b>8 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that Christians should help to promote racial harmony are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• God created all races</li> <li>• Jesus promoted racial harmony</li> <li>• Christians will be judged on how they treat other people</li> </ul> <p>Answers which do not think that Christians should help to promote racial harmony are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• people have free will</li> <li>• it is the role of governments to work for racial harmony</li> <li>• some people live in single race societies</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. Jesus promoted racial harmony) <b>1 mark</b></li> <li>• two brief reasons</li> <li>• or one developed reason (e.g. Jesus promoted racial harmony, he told the parable of the Good Samaritan) <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 <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>8 (c) AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• discrimination against faith</li> <li>• conversion from one faith to another</li> <li>• arguments about religion within families</li> <li>• children will mix with faiths other than their own</li> <li>• interfaith marriages</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>• using one 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 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 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 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 ways</li><li>• or two developed ways</li><li>• or two ways, one brief and one 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>
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Question Number	Answer	Mark
<p><b>8 (d)</b> <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>• men and women were both created in God’s image</li> <li>• holy books show that men and women are equal in the eyes of God</li> <li>• St Paul said men and women are all ‘one in Christ’</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• women are different to men so should have different roles</li> <li>• St Paul said women should be silent</li> <li>• some scriptures teach that women should have different roles</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>



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