



# **Mark Scheme (Results)**

Summer 2017

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
<p><b>1 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• not being sure whether God exists</li> <li>• being unsure about the existence of God</li> <li>• not quite believing in God</li> <li>• not sure whether to believe in God</li> <li>• (someone who) is not sure whether God exists</li> <li>• don't know if God exists</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• not being sure</li> <li>• not being sure about believing in a religion</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (1)</p>	<ul style="list-style-type: none"> <li>• not having a religion</li> </ul> <p>Answers which define a different key word. (0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>1 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think religious experiences prove God exists are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• if someone has a personal experience of God they will believe in God</li> <li>• a numinous experience provides evidence of God</li> <li>• an answered prayer provides proof that God exists</li> </ul> <p>Answers which do not think religious experiences prove God exists are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• a religious experience can be made up</li> <li>• there are other things that prove that God exists</li> <li>• some religious experiences can have a natural explanation</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: one brief reason (e.g. some religious experiences can have a natural explanation)</p> <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> </ul> <p>or one developed reason (e.g. some religious experiences can have a natural explanation, for example, a vision could be a hallucination)</p> <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><b>Indicative content</b> The main ways include:</p> <ul style="list-style-type: none"> <li>• the world must have been caused by an all knowing God</li> <li>• the world must have been caused by God as only God is eternal</li> <li>• God is the only being powerful enough to cause the world to come in to existence</li> <li>• God is the only logical cause of the universe and so people believe</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 the 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 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>• two ways with 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> <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>• scientific theories have some evidence</li> <li>• science does not disprove the existence of God as part of the process</li> <li>• God could have caused the Big Bang</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the Qur'an shows how the world was created</li> <li>• only God could create something out of nothing</li> <li>• scientific theories are not completely proven</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
<b>2 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• (the belief that) God knows everything (that has happened and everything that is going to happen)</li> <li>• God is all-knowing</li> <li>• God's ability to have unlimited knowledge</li> <li>• (the idea that) God has unlimited awareness</li> <li>• God is all-seeing</li> <li>• all-seeing</li> <li>• all-knowing</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>• a characteristic of God</li> <li>• God knows</li> <li>• knowledge</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>2 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think evil and suffering prove that God does not exist are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• suffering hurts innocent people so God cannot exist</li> <li>• an omniscient God would know that there is suffering in the world and would act to end it</li> <li>• an omnipotent God would be able to stop all evil and suffering</li> </ul> <p>Answers which do not think evil and suffering prove that God does not exist are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• evil is the fault of humans not God</li> <li>• life is a test to prepare for heaven</li> <li>• humans cannot know God's reasons for evil and 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: one brief reason (e.g. suffering hurts innocent people so God cannot exist)</p> <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> </ul> <p>or one developed reason (e.g. suffering hurts innocent people so God cannot exist; if God did exist he would only want good for his creation)</p> <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><b>Indicative content</b> The main ways include:</p> <ul style="list-style-type: none"> <li>• the world is so beautiful it must be designed, only God could do this</li> <li>• the complex designs of things could not happen by chance</li> <li>• God has designed the world to appeal to humans</li> <li>• only God has the knowledge required to design the world</li> </ul> <p>A comprehensive explanation using Paley's Watch leading to belief in God can be awarded level 4.</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>	
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 describing, only explaining the 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 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 with 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 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>• when somebody about to die has an out of body experience</li> <li>• when a person is in a situation where death is likely or expected, no longer feels associated with their physical bodies</li> <li>• a person near- death is apparently outside their body and aware of it</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>• being close to death but surviving</li> <li>• an out of body experience</li> <li>• an example of a near death experience</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> <li>• being near to death</li> <li>• resuscitation</li> </ul> <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p><b>3 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that the media should be allowed to criticise what religions teach about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• the media has freedom of speech</li> <li>• religious beliefs often contradict each other</li> <li>• the media should educate and by criticising they can do this</li> </ul> <p>Answers which do not think that the media should be allowed to criticise what religions teach about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• religious beliefs are too personal for the media to criticise</li> <li>• the media may be biased</li> <li>• the media might make comments which could cause conflict in society</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 media may be biased) <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. the media may be biased e.g. it might only supply arguments in favour of abortion) <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>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>	<p><b>Indicative content</b> The main reasons include:</p> <ul style="list-style-type: none"> <li>• if life begins at conception it can be described as murder</li> <li>• abortion goes against the sanctity of life</li> <li>• Churches have taught against abortion</li> <li>• it interferes with God's plans for 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>	
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 with 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> <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 important to do good for others regardless of reward</li> <li>• Christians should follow the teachings of the Bible</li> <li>• all Christians will go to heaven</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Christians should live good lives to be rewarded in heaven</li> <li>• Jesus taught that people will be judged on how they live</li> <li>• Christians should help others to avoid going to hell</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 Christianity 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>• the belief that life is holy (and belongs to God)</li> <li>• life is sacred</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• sacredness</li> <li>• holiness</li> <li>• an example of sanctity of life</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Answers which define a different key word.</p> <p>(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 Christians should agree with euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• euthanasia is sometimes the lesser of two evils</li> <li>• euthanasia is sometimes the most loving thing to do</li> <li>• it is the person's choice</li> </ul> <p>Answers which do not think that Christians should agree with euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• the Bible says that murder is wrong</li> <li>• euthanasia goes against the sanctity of life</li> <li>• most Churches teach against euthanasia</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. euthanasia is sometimes the lesser of two evils)</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. euthanasia is sometimes the lesser of two evils, if the person is in great pain it would be better to end suffering)</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)</b> <b>AO1</b>	<p><b>Indicative content</b></p> <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 says that murder is wrong</li> <li>• abortion goes against the sanctity of life</li> <li>• many Muslim scholars are against abortion</li> <li>• after death a Muslim must explain why they aborted an unborn child</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 Jewish person would give include:</p> <ul style="list-style-type: none"> <li>• the Commandment says that murder is wrong</li> <li>• abortion goes against the sanctity of life</li> <li>• many Jewish teachers are against abortion</li> <li>• it goes against Jewish teaching on raising a 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>Hinduism</b></p> <p>The main Hindu reasons include:</p> <ul style="list-style-type: none"> <li>• abortion goes against the sanctity of life</li> <li>• many Hindu teachers are against abortion</li> <li>• it goes against Hindu teaching on ahimsa</li> <li>• it goes against most Hindu teachings on raising a 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>• abortion goes against the importance of life</li> <li>• many Buddhist teachers are against abortion</li> <li>• it goes against Buddhist teaching on suffering</li> <li>• it goes against Buddhist teaching on taking a life (first precept)</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 goes against Sikh teachings on the sanctity of life</li> <li>• many Sikhs believe life begins at conception so abortion is murder</li> <li>• it goes against Sikh teachings on family life</li> <li>• it is a rejection of God's creation</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>
<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 with 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>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>• evidence of mediums support ideas about life after death</li> <li>• ghosts suggest that life doesn't end at death</li> <li>• mediums communicate with the dead</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• there is no scientific evidence for the existence of ghosts</li> <li>• it is the resurrection that shows there is life after death not ghosts</li> <li>• mediums can fake their communication with the dead</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>• a sexual act between a married person and someone other than their marriage partner</li> <li>• sex between a married person and someone who is not that person's wife or husband</li> <li>• extra-marital sex</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• a sexual act when a person is married</li> <li>• sex outside marriage</li> <li>• cheating</li> <li>• having an affair</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Answers which define a different key word.</p> <p>(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>5 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that all Christians should accept the use of contraception are likely to use such reasons as:</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>Answers which do not think that all Christians should accept the use of contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it interferes with God's plans for a couple</li> <li>• some biblical teachings are against it</li> <li>• only God should decide when life is created</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. some biblical teachings are against it) <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. some biblical teachings are against it, the book of Genesis says 'be fruitful and multiply')</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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<p><b>5 (c)</b> <b>AO1</b></p>	<p><b>Indicative content</b></p> <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>• it is where children are taught their faith</li> <li>• Muhammad had a family</li> <li>• the Qur'an states 'show kindness to your parents'</li> <li>• the Hadith show family is important</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>• God said 'be fruitful'</li> <li>• God created man and woman to form a family</li> <li>• it is where children learn their faith</li> <li>• it ensures the young and old are cared for</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 one of the ashramas</li> <li>• it is a secure place to raise children</li> <li>• it is where children learn their faith</li> <li>• merit is gained by having a good family 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>The main Sikh reasons include:</p> <ul style="list-style-type: none"> <li>• Guru Nanak encouraged 'the way of the householder'</li> <li>• it follows the example of the Gurus</li> <li>• it is a secure place to raise children</li> <li>• it is where children learn their faith</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>• the Buddha taught to respect your parents</li> <li>• it is a secure place to raise children</li> <li>• it is where children learn the dhamma</li> <li>• merit is gained by having a good family 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>
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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 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 with 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> <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 Bible teaches against fornication</li> <li>• marriage is the secure place for intercourse</li> <li>• it can lead to diseases</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• some Christians allow it in committed relationships</li> <li>• it is an opportunity to find out more about your partner</li> <li>• a person can use their conscience to decide</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 Christianity 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> <b>AO1</b>	<ul style="list-style-type: none"> <li>• making a new life</li> <li>• to reproduce</li> <li>• to bring forth offspring</li> <li>• having a baby</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• sex</li> <li>• making a family</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Answers which define a different key word.</p> <p>(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>6 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that all Christians should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Jesus allowed it in the Bible</li> <li>• it can reduce suffering</li> <li>• it might be the lesser of two evils</li> </ul> <p>Answers which do not think that all Christians should accept divorce are likely to use such reasons as:</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it breaks the marriage vows</li> <li>• it can lead to unhappy families</li> <li>• the New Testament teaches sex after divorce is adultery</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 allowed it in the Bible)</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. Jesus allowed it in the Bible in cases of adultery)</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>
<p><b>6 (c)</b> <b>AO1</b></p>	<p><b>Indicative content</b></p> <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 homosexuality is not acceptable include:</p> <ul style="list-style-type: none"> <li>• the Hadith condemn it</li> <li>• Muhammad spoke against it</li> <li>• Allah created male and female to be together</li> <li>• it goes against Muslim teachings on family 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>Judaism</b></p> <p>Reasons given by Jewish people why homosexuality is not acceptable include:</p> <ul style="list-style-type: none"> <li>• God created man and woman to be together</li> <li>• it goes against Jewish teachings on family life</li> <li>• the Torah has statements against it</li> <li>• 'Man should not lie with man'</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 homosexuality is not acceptable include:</p> <ul style="list-style-type: none"> <li>• male and female were created to be together</li> <li>• it is a duty to have children</li> <li>• it goes against grihastha dharma</li> <li>• some swamis/gurus have taught against 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>Sikh reasons why homosexuality is not acceptable include:</p> <ul style="list-style-type: none"> <li>• it does not follow the example of the Gurus</li> <li>• it goes against Sikh teachings on family life</li> <li>• it is a form of lust</li> <li>• homosexuals cannot have a Sikh 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>

	<p><b>Buddhism</b></p> <p>Buddhist reasons why homosexuality is not acceptable include:</p> <ul style="list-style-type: none"> <li>• male and female should be together</li> <li>• some Buddhist leaders have taught against it</li> <li>• it is sexual misconduct</li> <li>• it is forbidden in the vinaya (monastic precepts)</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 with 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></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is the place where children are taught the faith</li> <li>• it is the basis of society</li> <li>• St Paul teaches that parents should care for their children</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• monks and nuns do not raise families</li> <li>• some people cannot have children</li> <li>• worshipping God is more important</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 Christianity 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>• treating people less favourably because of their ethnicity/gender/ colour/sexuality / age / class</li> <li>• unfair treatment of a group or person based on prejudice</li> <li>• treating one group of people differently than others</li> <li>• putting prejudice into practice</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• any example of a discriminatory act</li> <li>• not being fair to everyone</li> <li>• discriminating against others</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Definitions and examples of prejudice</p> <p>Answers which define a different key word.</p> <p>(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>7 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that Christians should allow men and women to 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 created all people in his image</li> <li>• it is discrimination to treat women differently</li> </ul> <p>Answers which do not think that Christians should allow men and women to have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• God made women different to men</li> <li>• traditionally women have different rights</li> <li>• the Bible shows 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. God created all people in his image) <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. God created all people in his image, so both should be able to priests) <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>7 (c) AO1</b>	<p><b>Indicative content</b> The main actions include:</p> <ul style="list-style-type: none"> <li>• it backs and publicises anti-racism campaigns</li> <li>• they passed the Equality Act</li> <li>• they passed the Racial and Religious Hatred Act</li> <li>• they made it illegal to incite hatred</li> <li>• they created the Equality and Human Rights Commission</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 action</li> <li>• not an action but explaining 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 actions</li> <li>• or a developed action</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 actions</li> <li>• or a fully developed action</li> <li>• or two actions 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 actions</li> <li>• or two developed actions</li> <li>• or two actions with one fully developed</li> <li>• or three benefits with one developed</li> <li>• or a comprehensive explanation using one action 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> <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>• children will see lots of faiths and might become confused</li> <li>• children might think that their family's faith is not as interesting as someone else's</li> <li>• parents might be from different faiths</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• raising children is done in the home and not affected by society</li> <li>• a multi-faith society provides opportunities for discussion about faith</li> <li>• if you are a devout Jewish person it does not 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></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>8 (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>• many different beliefs living together in one society</li> <li>• many different religions in one society</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• different religions</li> <li>• an example of a multi-faith society</li> <li>• multiple faiths in one society</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>	<p>2</p>

Question Number	Answer	Mark
<p><b>8 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that religious beliefs about issues in this section, 'Religion and community cohesion', are treated fairly by the media are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• a TV programme might show a balance of the arguments</li> <li>• a news programme may show a religion's belief accurately</li> <li>• a film might show how a religious family will fight racism</li> </ul> <p>Answers which do not think that religious beliefs about issues in this section, 'Religion and community cohesion', are treated fairly by the media are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• a comedy might make it seem unacceptable to have women priests</li> <li>• a documentary might make Christians appear to be racist</li> <li>• a film might show the problems faced by a couple raising children in an interfaith marriage in a negative light</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. a comedy might make it seem unacceptable to have women priests) <span style="float: right;"><b>1 mark</b></span></li> <li>• two brief reasons</li> <li>• or one developed reason (e.g. a comedy might make it seem unacceptable to have women priests as in the first episode of the Vicar of Dibley) <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>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><b>Indicative content</b> The main ways include:</p> <ul style="list-style-type: none"> <li>• they set up multi-faith groups</li> <li>• they hold joint services with other religions</li> <li>• they invite each other to their festivals</li> <li>• most religious charities help all people</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> </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 with 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>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>• it will create peace in society</li> <li>• it is a sin to discriminate</li> <li>• Jesus says you should love your neighbour</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is more important to love God</li> <li>• God gave free will to choose what to do</li> <li>• some Christians might have a vocation to do something else</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 <b>Christianity</b> 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>

