



GCSE MARKING SCHEME

HUMANITIES

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HUMANITIES. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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**Award 0 marks if the answer is
incorrect or irrelevant.**

4321/01 PEOPLE & ENVIRONMENTS

SECTION A

Question 1

- (a) Use Source A **and your own knowledge** to describe the location of tropical rainforests. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: (Max 1 mark from source) between the Tropics (1) close to the equator (1) any correctly named areas (1).

- (b) Describe the climate typical of tropical rainforest areas. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Hot and wet all year round; heavy tropical rainfall, etc. at Level 1; lack of any real seasons comparable to summer and winter; slightly drier season in some area; actual figures/monthly amounts; or description of diurnal cycles for Level 2.

- (c) Use Source B **and your own knowledge** to describe the main causes of rainforest destruction. [4]

AO1	AO2	AO3	total
3	0	1	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description. Max 1 if description is of source only.	Detailed description. Both the source and own knowledge are used. Elaboration of one or more points needed to gain 4 marks.

Indicative content: At Level 1 may be a list of uses (e.g. cattle ranching, logging, agriculture, etc.). At Level 2 credit elaboration of any named land use (minimum two land uses elaborated for full marks).

- (d) Explain why tropical rainforests are such important eco systems. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy. For 4 marks one statement must have elaboration.	Valid and detailed explanation with more than one example of elaboration.

Indicative content: Range of species/habitats, undiscovered species, medicinal uses, aesthetic value, impact on global climates, i.e. 'the lungs of the planet', etc. Elaboration/exemplification of each reason offered to achieve additional marks/levels.

- (e) Use Source C **and your own knowledge** to explain how tropical rainforests are traditionally used by native peoples. [6]

AO1	AO2	AO3	total
4	0	2	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy.	Valid and detailed explanation with more than one example of elaboration.

Indicative content: Uses identified from source (e.g. slash and burn to clear small plots for agriculture; use of rainforest materials to construct houses). Other simple uses may include using rainforest trees for transport (canoes), weapons (blow pipes, poison, etc.) food (hunter gatherers) etc. Elaboration or explanation of these uses for higher levels.

- (f) 'All rainforests will disappear because of global demand for their products. There is nothing that can be done about this.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted Or Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where geographical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: A variety of rainforest products used in MEDCs are described, e.g. high-grade hardwoods, metal ores, palm oil, etc. – (**Note** allow use of beef even though this is not technically correct) various individual and governmental actions are considered, e.g. simple choice/preference (e.g. rainforest alliance) boycotts, protest actions (letters, marches, etc.) governmental actions may include linking aid/loans to protection strategies, etc. Conclusions may be one-sided but at higher levels, candidates may recognise the difficulties due to cost, awareness, political will, etc.

SECTION B

Question 2

- (a) Use Source A **and your own knowledge** to give two features of modern farming in the UK. [2]

AO1	AO2	AO3	total
1	0	1	2

Points marking: Uses source – machinery (1), widespread use of fertiliser/pesticides (1). Also credit other aspects inferred in source (1) e.g. large fields (1), monoculture (1)

- (b) Use Source B **and your own knowledge** to describe the benefits of organic foods for people and the environment. [4]

AO1	AO2	AO3	total
3	0	1	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	<p>Basic description.</p> <p>Max 1 if description is of source only.</p> <p>Benefits to people or environment are described.</p>	<p>Detailed description.</p> <p>Benefits to both people and environment are described.</p> <p>Elaboration of one or more points needed to gain 4 marks.</p>

Indicative content: Simple statements taken from source or own knowledge for lower level (e.g. it is good for you/healthier, better for environment, etc.). Elaboration of these points for higher level (e.g. does not contain harmful chemicals, considers problems associated with large scale use of fertilisers/pesticides on the environment – birds and other animals, soils, water courses, etc.).

- (c) Explain how the large scale use of fertilisers can damage the environment. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Generalised statements or simple list.</p> <p>Max 2 marks for description only.</p>	<p>Explanation with some accuracy.</p> <p>For 4 marks one statement must have elaboration.</p>	<p>Valid and detailed explanation with more than one example of elaboration.</p>

Indicative content: At lower levels, candidates may make simple statements such as builds up in soil, gets into rivers, kills animals/fish, ruins habitats, etc. with little or no elaboration/explanation. At Level 2 there may be some simple explanation of effect of contaminated rainwater run-off/throughflow into rivers and water courses, build up of algae, etc.

- (d) 'Hedges around fields have no real purpose, they just make farming the land more expensive.'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted Or Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where geographical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: A range of reasons for having larger fields is given (e.g. easier for machinery, more land can be used for farming, etc.) with elaboration/explanation of these at higher levels. Similarly, the benefits of hedges are given (importance for wildlife, windbreaks/prevention of soil erosion, aesthetic value to landscape) with elaboration at higher levels. For Level 3, there must be a judgement made by the candidate as to how far they agree/disagree with the statement with explanation/reasons for their choice.

Question 3

- (a) Use Source A **and your own knowledge** to give two causes of water pollution in rivers. [2]

AO1	AO2	AO3	total
1	0	1	2

Points marking: Uses source – industrial outflow (1); elaboration of this or listing other causes, e.g. sewage (1), agricultural run-off (1)

- (b) Use Source B **and your own knowledge** to explain how urbanisation affects the water cycle. [4]

AO1	AO2	AO3	total
3	0	1	4

	L1 1 - 2 marks	L2 3 - 4 marks
Explanation	Basic explanation. Max 1 if description is of source only.	Detailed explanation. Both the source and own knowledge are used. Elaboration of one or more points needed to gain 4 marks.

Indicative content: At Level 1 the candidate will give simple descriptive statements about water movement (e.g. high levels of run-off, low levels of infiltration and evapotranspiration. **Note** giving percentages for each type of water movement may only be given 1 mark). Explanation of reasons for one or more of these features required for Levels.

- (c) Explain how water pollution in rivers affects the quality of human life. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy. For 4 marks one statement must have elaboration.	Valid and detailed explanation with more than one example of elaboration.

Indicative content: At lower levels, candidates may make simple statements, such as 'kills animals/fish, visual impact, health dangers' etc. with little or no elaboration/explanation. At Level 2, there may be some simple explanation/exemplification of effect of contaminated river water – algal growth, impact on drinking water, cost of clean-up, etc. At Level 3, candidates will give a detailed explanation of effects and may include detailed reference to case studies, increased cost to water consumers, etc.

- (d) 'Large scale water management schemes create more problems than benefits'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted Or Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where geographical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: A range of benefits of water management schemes is given (e.g. irrigation, H.E.P, flood control, tourism, etc.) with elaboration/explanation of these at higher levels. Similarly, the problems of water management are given (flooding large areas, cost, visual intrusion, etc.) with elaboration at higher levels. Reference to actual case studies (e.g. China-3 gorges, Aswan-Nile, etc.) should be credited at Level 2 or higher. For Level 3, there must be a judgement made by the candidate as to how far they agree/disagree with the statement with explanation/reasons for their choice.

4321/02 PATTERNS & PLACES

SECTION A

Question 1

- (a) Use Source A **and your own knowledge** to describe the type of housing found in many inner city areas. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: (Max 1 mark from source) terraced housing (1) suitable description of terraced houses (1) (e.g. back-back, 2-up 2-down, small/no gardens, etc.). Credit high rise flats.

- (b) Describe the advantages of living in the inner city. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Close to shops, entertainment, etc., cheap housing; easy access to services, etc. Elaboration or exemplification for these for Level 2.

- (c) Explain why the population of many urban areas in the UK has changed. [4]

AO1	AO2	AO3	total
3	0	1	4

	L1 1 - 2 marks	L2 3 - 4 marks
Explanation	Basic explanation. Max 1 if description is of source only.	Detailed explanation. Both the source and own knowledge are used. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Maximum 1 mark for simple description of main trends shown on source. Elaboration of reasons for growth of population up to 1910 (e.g. industrial revolution/rural-urban migration) and/or slow decline of population since 1930s (e.g. movement to suburbs/counter urbanisation) required for Level 2.

(d) What has been done to regenerate many inner city areas?

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Description	Generalised statements or simple list. Max 2 marks for description only.	Description with some accuracy. For 4 marks one statement must have elaboration.	Valid and detailed description with more than one example of elaboration.

Indicative content: Renovation of old housing stock, new buildings, conversion of old industrial buildings, environmental improvement (e.g. pedestrianisation, street lighting, street furniture, planting, etc.). Elaboration of these for higher levels.

(e) Use Source C **and your own knowledge** to explain how quality of life varies within cities in the UK.

[6]

AO1	AO2	AO3	total
4	0	2	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy.	Valid and detailed explanation with more than one example of elaboration.

Indicative content: Describes location of areas of poor/good quality of life from source (e.g. poor close to city centre and on edge, better in the outer areas/suburbs, more poor quality of life in north than south. Simple reasoning for these patterns (e.g. crime, pollution, housing quality, access to services, etc.) for Level 2. More detailed reasoning/exemplification for Level 3.

- (f) 'Traffic congestion in our cities is so bad that the only solution is to ban cars completely.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted Or Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where geographical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: A variety of problems associated with traffic congestion are described (e.g. delays, air/noise pollution, accidents, road-rage, etc.). Various solutions are considered (e.g. congestion charge, park & ride, high parking fees, tidal flows, etc.). Conclusions may be one-sided but at higher levels, candidates may recognise the difficulties of banning cars due to inconvenience, loss of trade, etc.

SECTION B

Question 2

- (a) Use Source A **and your own knowledge** to describe what people can do to control climate change. [2]

AO1	AO2	AO3	total
1	0	1	2

Points marking: Maximum 1 mark for simple statement from source (e.g. switch off electrical items). Credit elaboration of this and/or other relevant points using candidate's own knowledge.

- (b) Use Source B **and your own knowledge** to describe the effects of climate change. [4]

AO1	AO2	AO3	total
3	0	1	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description. Max 1 if description is of source only.	Detailed description. Both the source and own knowledge are used. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Simple statements taken from source or own knowledge for lower level (e.g. melting of Arctic ice cap, higher temperatures, variability of rainfall, etc.). Elaboration of these points for higher level (e.g. resultant sea level rise, effect on polar bears, implications for global food supply, etc.).

- (c) Explain the causes of climate change. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy. For 4 marks one statement must have elaboration.	Valid and detailed explanation with more than one example of elaboration.

Indicative content: At lower levels, candidates may make simple statements such as use of fossil fuels and production of atmospheric CO₂ on heat retention, etc. At Level 2, there may be some simple explanation of the greenhouse effect and impact of increased CO₂ on heat retention. At Level 3, candidates will give a detailed explanation of the role of human activity on the enhanced greenhouse effect including differences in short and long-wave radiation.

- (d) 'Nuclear power is the best way to solve the problem of climate change.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
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Indicative content: A range of advantages is given (e.g. does not involve the use of fossil fuels, lack of CO₂, no impact on greenhouse effect, etc.) with elaboration/explanation of these at higher levels. Similarly, the dangers of nuclear power are given (dangers of radioactivity, melt-down, leaks, problems of waste) with elaboration and possible use of recent scares (e.g. Fukushima, Japan) at higher levels. For Level 3, there must be a judgement made by the candidate as to how far they agree/disagree with the statement with explanation/reasons for their choice.

Question 3

- (a) Use Source A **and your own knowledge** to describe the distribution of world population. [2]

AO1	AO2	AO3	total
1	0	1	2

Points marking: Uses source – uneven distribution (1); elaboration of this by naming areas of high and/or low population density should be credited.

- (b) Use Source B **and your own knowledge** to explain why India's population structure is predicted to change. [4]

AO1	AO2	AO3	total
3	0	1	4

	L1 1 - 2 marks	L2 3 - 4 marks
Explanation	Basic explanation. Max 1 if description is of source only.	Detailed explanation. Both the source and own knowledge are used. Elaboration of one or more points needed to gain 4 marks.

Indicative content: At Level 1, the candidate will give simple statements (e.g. increased population, longer life expectancy, etc. **Note:** giving changes to the shape of population pyramid direct from source may only be given 1 mark). Explanation/elaboration of changes required for Level 2.

- (c) Using an example you have studied, describe how people were affected by a major hurricane. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Description	Generalised statements or simple list. Max 2 marks for description only.	Description with some accuracy. Max 3 if no example given. For 4 marks one statement must have elaboration.	Valid and detailed description with more than one example of elaboration.

Indicative content: At lower levels, candidates may make simple statements such as deaths, injuries, destruction of property and belongings, etc. with little or no elaboration/explanation and no reference to named case study. At Level 2, there may be some explanation/exemplification of the effects of high winds and flooding/storm surge including some reference to evacuation, costs of rebuilding in respect of named case study. At Level 3, candidates will give a detailed explanation of causes and may include detailed reference to actual events, locations and figures applicable to their case study.

- (d) 'If a strong earthquake strikes a large city there is little anyone can do to prevent huge numbers of deaths and injuries.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks A narrative	L2 3 - 5 marks The controversy / dilemma is recognised	L3 6 - 8 marks The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted Or Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where geographical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: A range of earthquake protection measures is given (e.g. building regulations, building adaptations, practice drills, etc.) with elaboration/explanation of these at higher levels. Similarly, the effectiveness of these measures is considered (strength of earthquake, time of earthquake, differences in development, cost, etc.) with elaboration at higher levels. Reference to actual case studies (e.g. Sendai/Tokyo – Japan, California, etc.) should be credited at Level 2 or higher. For Level 3, there must be a judgement made by the candidate as to how far they agree/disagree with the statement with explanation/reasons for the choice.

4322/01 THE UK 1939-1974

SECTION A

Question 1

- (a) Describe motorways in the 1950. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: (from source) few vehicles; 3 lanes; open no barriers etc. Own knowledge - any relevant point(s); Preston by-pass first motorway; M1 first planned complete motorway London to Leeds etc.

- (b) What was the Beveridge Report (1942)? [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Beveridge civil servant 1940s investigated state of UK; analysed health and social care needs after World War II. Identified 5 'giants' and ways in which these could be overcome. Report accepted by government in 1942 even though war far from won. 1st step in rebuilding UK after war.

- (c) How useful is Source B to a historian studying the policy of nationalisation of industry by the Labour Government after World War II? [4]

AO1	AO2	AO3	total
1	0	3	4

	L1 1 - 2 marks	L2 3 - 4 marks
Evaluation of use of a source	Descriptive answer.	Usefulness of the source is considered in terms of its content or origin / purpose. Max 3. 4 marks for a balanced consideration where the content and origin of the source are discussed.

Indicative content: very useful shows photograph of the nationalisation of coal mines, which was a key part of the policy. Identifies 'on behalf of the people'. Suggests limitations - photographs might have been stage managed. Shows only one aspect of nationalisation, need other examples e.g. transport; iron/steel etc. Can achieve 3 marks concentrating on useful only.

(d) Explain the reasons why the Labour Party won the General Election of 1945. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Description or simple list of reasons. Max 2 marks for description only.	Explanation with some accuracy. Max 3 marks for a simple list of reasons with no elaboration. Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Indicative content: Churchill and Conservatives expected to win election. Labour ran effective election campaign - linked Conservatives to depression and unemployment of 1930s. Labour promised to implement Beveridge Report. Army vote crucial - did not want to return to broken promises of 1918. Conservatives ran negative campaign - likened Labour to the Gestapo. Attlee Labour leader very experienced, played vital role in coalition government in World War II.

(e) Why do Sources C and D give different views about the effects of the Beeching cuts on the railways? [6]

AO1	AO2	AO3	total
2	0	4	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Limited explanation of content of source. Likely to be repetition or paraphrasing of content.	Some explanation of content of source.	Explanation of content of source.
Evaluation of authorship	Max 2 marks if no reference to authorship.	Some evaluation of the authorship.	Clear and detailed evaluation of the importance of the authorship. For 6 marks there is a direct comparison of the purpose of the sources.

Indicative content: From different people at different times. Source C Beeching Report justifies the measures that need to be taken to save the railways. Source D taken from a general history book about the 20th Century. Source C the result of investigations and analysis into the state of the railways. Source D a general history book showing the effects of the cuts rather than why they were made. Source C an exercise in justification to put people's minds at ease. Source D rather vague statements which might have been simplified for a school audience.

- (f) 'The most important government policy of the period 1945 to 1974 was 'Homes for All'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where historical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: Largely agrees, 'Homes for All' policy was a key commitment of Labour after 1945; squalor was identified by Beveridge as one of the 'giants' that had to be overcome. Housing shortage after 1945 due to bombing and houses not built during the war. Needs to consider any other policies. For Level 3 the candidate must make a reasoned judgement based on the '**most important**' policy. This judgement must be supported by reasons/examples.

SECTION B

Question 2

- (a) Describe the work done by women in factories during World War II. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: Use source - women working in factories using lathes to make munitions etc. Gives examples from own knowledge - Land Army; WRVS; WRNS; as housewives etc.

- (b) What methods were used to protect people during air-raids? [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Description of some air-raid shelters - Anderson; Morrison; London Underground. For Level 2-4 marks there must be some mention of other methods - sirens; blackout; ARP wardens, etc.

- (c) How did the government keep people fed during World War II? [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Description or simple list of reasons. Max 2 marks for description only.	Explanation with some accuracy. Max 3 marks for a simple list of reasons with no elaboration. Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Indicative content: Description of rationing - the system; allowances; ration books etc. For Level 3 these must be a discussion of other methods - 'Dig for Victory' campaign; radio and leaflets on food facts and recipes; the 'Black Market' etc.

- (d) 'Sending young children to live with strangers in the countryside was wrong. It would have been better to leave them at home with their parents'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where historical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content:

Arguments for: children were safe from air raids, had healthier lives, learned new social skills, enjoyed countryside.

Arguments against: families were broken up, children were home sick, some were abused.

Question 3

- (a) Describe convenience foods of the 1950s. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: Uses source shows tin of soup representative of convenience foods. Any relevant information from their own knowledge - packet foods (1) frozen foods (1) breakfast cereals (1) tinned foods (1).

- (b) How did fashion change in the 1950s and 1960s? [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Concentrates mainly on women's fashion - skirts, dresses, coats, make-up, tights, mini skirt, hair styles. For 4 marks there must be an acknowledgement of other fashion changes - men, Beatles hair styles, Teddy Boys, Mods and Rockers, children's clothes etc.

- (c) Explain why many people joined groups such as Campaign for Nuclear Disarmament (CND) during the 1950s and 1960s. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Description or simple list of reasons. Max 2 marks for description only.	Explanation with some accuracy. Max 3 marks for a simple list of reasons with no elaboration. Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Reasons for evacuation: Concentrates on CND - protest marches, what CND stood for, tactics, membership etc. For top Level 2 and Level 3 there must be some discussion of other protest groups in the 1950s and 1960s - these can include Women's Lib.; the young - Hippies, Mods and Rockers; anti-Vietnam War; etc.

- (d) The growth of leisure activities during the 1950s and 1960s changed people's lives more than any other development. To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where historical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: Details changes in leisure activities - sport, holidays at home and abroad; the growth of TV; popularity of the cinema especially in the 1950s, radio; etc. Considers other influences on people's lives. For Level 3 there needs to be a judgement of 'MORE THAN' any other development with explanation/reasons given.

4322/02 THE USA 1945-1975

SECTION A

Question 1

(a) What was the Ku Klux Klan? [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: Credit 1 mark for each accurate response: white hoods (1); white supremacist organisation (1).

(b) Describe the discrimination suffered by black people in the USA after 1945. [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Discriminated against in jobs, housing, education, public places - e.g. separate drinking fountains, washrooms etc. Physical abuse by Ku Klux Klan; lynchings etc. Unable to vote. Do not credit description of desegregation.

(c) How useful is Source B to a historian studying the methods used by the Civil Rights movement to achieve racial equality? [4]

AO1	AO2	AO3	total
1	0	3	4

	L1 1 - 2 marks	L2 3 - 4 marks
Evaluation of use of a source	Descriptive answer.	Usefulness of the source is considered in terms of its content or origin / purpose. Max 3. 4 marks for a balanced consideration where the content and origin of the source are discussed.

Indicative content: Useful, shows blacks holding a sit-in at a café. Peaceful demonstration; one of many methods used to achieve Civil Rights. Suggests limitations of the source – e.g. shows only one method used, does not show other forms of protest. Can we be sure that this is a demonstration for Civil Rights?

- (d) Explain why the Montgomery Bus Boycott was a major turning point in the campaign for civil rights. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Description or simple list of reasons. Max 2 marks for description only.	Explanation with some accuracy. Max 3 marks for a simple list of reasons with no elaboration. Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Indicative content: Very successful protest and one of the first to achieve success. Bus companies had to desegregate the buses. Publicity for the civil rights campaign – Rosa Parks, arrest and national fame. Turning point came with the rise to prominence of Martin Luther King as the leader of the bus boycott and leader of the civil rights movement. Realisation that peaceful protest methods were very successful and gained public sympathy. Support from the Supreme Court that discrimination was unlawful.

- (e) Why do Sources C and D give different views about the importance of the 1964 Civil Rights Act? [6]

AO1	AO2	AO3	total
2	0	4	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Limited explanation of content of source. Likely to be repetition or paraphrasing of content.	Some explanation of content of source.	Explanation of content of source.
Evaluation of authorship	Max 2 marks if no reference to authorship.	Some evaluation of the authorship.	Clear and detailed evaluation of the importance of the authorship. For 6 marks there is a direct comparison of the purpose of the sources.

Indicative content: Written by different people at different times; Source D from an interview with a person there at the time, possible bias; memory; Source C an educational website, but with the benefit of hindsight and sources not available to Edwards possible simplified for a GCSE audience. Source C written to explain the theory of the Act; Source D an examination of the practical realities of the legislation.

- (f) 'Martin Luther King has been given far too much credit. There were other more important reasons why black people achieved civil rights in the USA'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where historical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: Agrees that King has been given too much credit. Outlines the work of other people/organisations in bringing about civil rights - Rosa Parks; Black Panthers; Black Power; Government legislation especially Kennedy and Johnson. Will analyse the role of King; leadership during bus boycott; speeches; peaceful tactics with examples; relationship with Kennedy etc. For level 3 there must be a judgement from the candidate – agrees/disagrees with the statement and reasons why.

SECTION B

Question 2

- (a) What was the arms race between the USA and the USSR after 1945? [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: Credit 1 mark for each accurate response: nuclear weapons testing (1); missiles (1); numbers of weapons (1); Star Wars (1).

- (b) Describe the main difference between capitalism and communism. [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Capitalism - freedom of speech; voting; extremes of rich and poor etc. Communism state control; restricted elections; benefits – health; employment; housing. E.g. USA capitalist; USSR communist.

- (c) Explain why there was opposition in the USA to the war in Vietnam. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Description or simple list of reasons. Max 2 marks for description only.	Explanation with some accuracy. Max 3 marks for a simple list of reasons with no elaboration. Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Indicative content: Number of deaths; cost of the war; student protests - draft dodging; media opposition - TV broadcast the war into American homes; doubts about the legality of the war and the way it was fought – napalm, agent orange, etc. Unclear if the war could ever be won.

- (d) 'The Soviet take-over of Eastern Europe was the greatest threat to the USA during the Cold War'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where historical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: *Real threat to American security; Iron Curtain and the Berlin Wall; caused increase in American military spending; fears that Western Europe might become communist-led to the Marshall Plan. Candidates will give one or two other examples of threats to USA - Cuba; Vietnam; Arms Race etc. For Level 3 candidates must make a judgement as to 'greatest threat', with supporting evidence.*

Question 3

- (a) Describe ways of advertising in the USA in the 1950s. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: Credit 1 mark for each accurate response: posters (1); radio (1); television (1); billboards (1).

- (b) How did popular music change in the USA in the 1950s and 1960s? [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: 'crooners' - Crosby; Sinatra; Ray etc., give way to 'rock n' roll' - Hayley; Presley etc. 1960s variety of musical forms - soul; motown; English influences - Beatles etc.

- (c) What part did President Nixon play in the Watergate scandal? [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Description or simple list of reasons. Max 2 marks for description only.	Explanation with some accuracy. Max 3 marks for a simple list of reasons with no elaboration. Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation. Elaboration of more than one point with accurate linkage between them.

Indicative content: Scandal associated with Nixon 1972 re-election campaign. Ordered 'burglars' to enter Democratic Party headquarters in Watergate building complex. Washington Post broke story; Nixon ordered in 'cover-up' story; "there will be no white wash at the White House"; tapes of conversations with top aides came to light, including famous 11 minute gap; tapes made public by Judge. Nixon re-elected but forced to resign in 1974.

- (d) 'The 1950s and 1960s was a time of great prosperity for all Americans'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
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Indicative content: Description of prosperity in the 1950s and 1960s - cars; housing; consumer goods; employment. Considers which groups shared in this prosperity - middle class whites; the 'rich'; some affluent blacks. Young people etc. Considers which groups missed out - poor blacks in ghettos; some working class whites in large cities; some farmers saw prices for crops fall; women. The key point is **all Americans**'. Some judgement has to be made on this issue for Level 3 with supporting reasons/evidence.

4323/01 Christianity and Contemporary Lifestyles

SECTION A

Question 1

- (a) Use Source A and your own knowledge to describe the work of Mother Teresa. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: Credit own knowledge/use of photo. One mark for each factually correct response. She was a Roman Catholic (1); she worked in Calcutta/India (1); she founded Missionaries of Charity (1); born 1910 / died 1997 (1).

- (b) What are the religious duties of a minister? [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Prepares and leads services, offers guidance to the congregation on matters of faith, offers classes to prepare people for rites of passage and lead such important events, praying for and with people, preaching.

- (c) Use source B and your own knowledge to describe how people in the local community can use church buildings. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Gives a simple description of the source and/or use very basic knowledge. No elaboration. Max 2 marks for knowledge only.	Description uses source and own knowledge. For 4 marks there is elaboration using own knowledge and understanding.

Indicative content: Worshipping God; religious celebrations, services like the Eucharist; prayer meeting; celebrating rites of passage; meeting with others of the same beliefs; engaging in discussion with the minister; fund raising events; church fayre; coffee mornings; children's clubs like brownies and boys brigade; toddler groups; for some it is like a community centre. Candidates may refer to some churches being of greater significance to the whole community than other.

(d) Choose a rite of passage. Explain why it is celebrated by Christians.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Basic explanation with little or no elaboration or simple list of points.</p> <p>Max 2 marks for description only.</p>	<p>Explanation with more than one accurate point.</p> <p>Elaboration of one or more points needed to gain 4 marks.</p>	<p>Detailed explanation with more than one accurate point.</p> <p>Elaboration of one or more points using accurate knowledge and understanding of religious concepts / teachings.</p>

Indicative content: Baptism/Christening: At the lower levels candidates may refer to more basic points e.g. washes away sins, becoming a Christian, being given a name before God. At higher level expect more understanding e.g. a move from darkness into the light of Jesus' teachings as symbolised by the baptismal candle. Adult baptism may be described in terms of being 'born again', into a different, Christian way of life. Water is used to purify the person and to symbolise the washing away of original sin, The Holy Spirit enters the person's life at Baptism and they become a full member of the Christian community.

Confirmation: At lower levels candidates may refer to basic points e.g. confirm promises from baptism, coming of age, follow faith more seriously. At higher level expect more understanding e.g. This ceremony marks a time when they become 'adult members' of the Christian community. They prepare by going to classes which explain what it means to live a Christian life, from this time on they commit to this. It is usually performed by a bishop, showing how important this service is for Christians. They declare their faith and make for themselves the promises made by their parents and godparents at baptism. The bishop lays his hands on the candidates and prays that they will receive the Holy Spirit, this should help strengthen them in their faith. Candidates may refer to a specific denomination - in the Catholic Church the candidates have a sponsor who will help them in their faith, and are anointed with the oil of chrism to show they are chosen children of God. They often also take the name of a saint who they pray will help to guide them in their lives.

Marriage: At lower levels candidates may refer to basic points: Make promises before God, show love to one another, join in a lifelong commitment. At higher level expect more understanding: A marriage takes place in a church so that both God and friends and family can witness the dedication a couple makes to each other. The couple's love is seen as a reflection of God's love, which is permanent, life-giving and exchange rings as a symbol of unending love. There are prayers for the couple and they receive a special blessing. Candidates may make reference to the character of marriage, couples need to stay together to have children (if possible) and to remain exclusive to each other.

Funeral: At lower levels candidates may refer to basic points e.g. say goodbye to loved ones, a time to grieve, to say prayers for the person. At higher level expect more understanding e.g. at a funeral service Christian beliefs about life after death are central - Christians believe when we die we continue our journey of life into eternal life. All Christian funeral services talk about this idea of moving on to be with God, this offers great comfort to the bereaved. It is also a time to celebrate the life of the deceased - there is a talk or sermon which celebrates the life of the dead person and which explains that death is not the end. There are prayers for the person who has died, and for those who are left behind, this comforts the bereaved.

- (e) Using the statements and your own knowledge, explain why Christians have a range of views about family life today. [6]

AO1	AO2	AO3	total
2	2	2	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Descriptive answer. Candidate paraphrases the content of the source/s or provide very basic knowledge. No elaboration.	Explanation of one or both viewpoints (although one view may be discussed in more detail than the other). Candidate uses source/s and own knowledge. For 4 marks there is elaboration of at least one point of view.	Detailed explanation of both views with more than one example of elaboration. Candidate uses both sources and own knowledge.

Indicative content:

L1 - Expect basic knowledge e.g. Christians think family is important/not all Christian families are the same.

L2 - Expect use of source plus knowledge; e.g. reference to baptism/living a Christian life/attending a church school or Bible classes/attending church/support found for family life in the Bible/divorce/reading the Bible/care for elderly relatives. Candidates may make weak reference to Bible teachings e.g. The Ten Commandments. Candidates make reference to different family types in the modern world e.g. lone parent, reconstructed, cohabiting, same sex etc. At the top of the level expect elaboration of at least one view e.g. Christians believe that family is important, there are lots of Bible teachings about the importance of family, many will get their children baptised and send them to a church school, many would not get divorced in times of trouble they will look to the church and the Bible to help them through. Family is important to Christians but not all Christians think that they need to get their children baptised, they think it is more important to live by Christian values in their daily lives, they pray together or read the Bible at home. Many Christians would get divorced if they were in an unhappy marriage.

L3 - Expect a discussion of both views; using sources and knowledge. The family unit was designed by God as the best place for bringing up children. The support and love shown during a family upbringing strengthens society. At this level candidates may refer to or quote one or more Bible teachings e.g. 'honour your father'; 1 Timothy 5:4 'But if a widow has children or grandchildren, let them first learn to show godliness to their own household and to make some return to their parents, for this is pleasing in the sight of God.' Ephesians 6:1 'Children, obey your parents in the Lord, for this is right.' Ephesians 6:4 'Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord'; 'Children be obedient to your parents for this is your duty. 'Ephesians 6:1. 'Christian parents should follow St Paul's teaching'. Ephesians 6:6. 'Parents, never drive your children to resent you but bring them up well and guide them as God would want.'

Candidates may show more understanding of families in the modern world, increasing divorce rates, reasons for choosing different family situations, different views on divorce (Roman Catholic view: divorce is not allowed, humans do not have the power to separate what God has joined. Church of England view: there are situations where divorce is the most compassionate course of action, remarriage is acceptable). Divorce does not carry the stigma that it used to.

- (f) Christians should get married. It is the only way to be sure of a committed relationship.

[8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content:

L1 - Expect simple statements e.g. marriage is/is not the only way to have a committed relationship, agrees or disagrees with the statement. May give a simple list of points.

L2 - Expect several points e.g. marriage is a committed relationship, couples get married with God's blessing, Christian teaching support marriage. Marriage is not the only way to get a committed relationship, many Christians live together before they are married, it prepares a couple for married life, weddings are expensive. For 4 or more marks there must be elaboration e.g. marriage is a committed relationship, the couple made promises about how they would treat each other in front of God, they promise to stay together forever/lots of couples choose to live together before they are married the Church of England accepts this, these relationships are just as committed and loving. Expect some reference to religious teachings/beliefs.

L3 - Expect a balanced discussion, with a supported conclusion. At this level expect reference to religious views either from the Bible or churches; candidates may quote but are likely to refer to general teachings. Genesis 2:24. 'For this reason, a man will leave his father and mother and be united with his wife, and they will become one flesh.', Matthew 19:6, "Wherefore they are no more twain, but one flesh. What therefore God hath joined together, let no man put asunder."

Supporting marriage:

Marriage is a life-long relationship of love and faithfulness, support and comfort for one another. Marriage is the ideal situation to have and bring up children. If you are married you are more likely to try and make the relationship work. An individual is legally better off getting married, they have more rights. Vows made during the wedding; to remain faithful to you for life, to honour and protect you, to love and to cherish you, to remain committed to you for better or worse, for richer or poorer in sickness and in health. The family unit was designed by God as the best place for bringing up children. The support and love shown during a family upbringing strengthens society. Marriage is recognised in society and in law.

Other options for Christian couples:

Couples may choose to cohabit, this is accepted by the Church of England as a step towards the fuller commitment of marriage. Couples may want to see if things work out before getting married, for many this is important as they may not want to rush into a marriage and risk a future divorce.

Many cannot afford to get married, they may believe that love is more important than marriage, love is an important Christian value - Jesus taught that love is the most important thing and not fulfilling rituals. Marriage does not bring commitment, cohabiting couples may be just as committed to one another. People who have been hurt in the past may not wish to marry again. Marriage is merely a piece of paper, it is no guarantee of happiness. Marriage might kill the excitement in a relationship.

SECTION B

Question 2

- (a) What does Source A tell you about Christian worship? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Credit responses that use the photo only. They pray together (1), they stand (1), and clap hands (1), lots of people together (1).

- (b) Describe the events of Holy week. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: At Level 1 expect unconnected points. For Level 2 expect a sequence of events. Palm Sunday; Jesus rode into Jerusalem on the colt of a donkey, people waved palm branches and cheered. He cleared the temple of traders. Between Sunday and Thursday Jesus taught and healed in Jerusalem. On Thursday he met with the disciples for the last supper, where he spoke of his betrayal and death. He broke bread and blessed the wine. He was arrested during the night - betrayed by Judas and was put on trial by the Jewish authorities. On Friday morning Jesus was passed over to Pilate who did not find him guilty, the crowds yelled for his crucifixion. He was stripped, beaten and whipped before being crucified at Golgotha alongside two thieves. In the afternoon, his body was taken down, wrapped and placed in a tomb, guarded by centurions.

(c) Explain the importance of Christmas to Christians.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Basic explanation with little or no elaboration or simple list of points.</p> <p>Max 2 marks for description only.</p>	<p>Explanation with more than one accurate point.</p> <p>Elaboration of one or more points needed to gain 4 marks.</p>	<p>Detailed explanation with more than one accurate point.</p> <p>Elaboration of one or more points using accurate knowledge and understanding of religious concepts.</p>

Indicative content: At the lower level expect description of the Christmas story: Jesus was born in a stable Mary was a virgin and/or basic statement of importance; Jesus was born. At Level 2 expect some description of key events in the story, with some explanation of their significance e.g. Jesus was born in a stable, he came from humble origins, the virgin mother was a miracle showing that this was God's Son. Christmas celebrates the birth of Jesus. Without this event there would be no Christianity. At Level 3 expect description of events and celebrations. Christians remember the Christmas story in their celebrations; the miracles leading up to the birth are the signs that Jesus was the son of God. Christians are humbled by the lowly origins of their saviour; many aspects of the faith are concerned with the poor and lowly. It is the second most important event in the Christian calendar and the most celebrated event in the Christian year. 'Christ' the Son of God is at the heart of Christmas, the '-mas' is church service held to thank God for the birth of Christ, and the possibility of heaven that this gives to Christians. It is an important time for Christians to come together and give thanks for the birth of Jesus and to look forward to the second coming of Jesus. Throughout Advent candles are lit to represent the coming of the light, Jesus into the world. It is a time of sharing goodwill and caring for the less fortunate, on Christmas day worshippers are bid to go out and care for others in remembrance of Jesus. It is also a special time to be with loved ones, a time of joy.

(d) 'To be a good Christian you must go to church regularly'. To what extent do you agree with this statement.

[8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content:

L1 - May agree or disagree with the statement, or list basic points e.g. Church is the house of God/you can pray anywhere.

L2 - Expect several points; some with elaboration e.g. Christians should go to church so that they can take part in important services/Christians may choose to read the Bible at home and enjoy a more personal relationship with God. Although max 4 marks can be awarded for a one sided discussion, it may well tend to one view at the top of the level. For 5/6 marks expect elaboration of several points.

L3 - Expect more understanding of religious concepts; the importance of the Eucharist and of communal prayer to Christians, the depth of a personal relationship with God developed through personal prayer. Expect several points on each side of the argument and a justified conclusion (e.g. overall Christians should go to church because they should take part in the Eucharist service, this follows Jesus' teachings).

For attending church:

Power of communal prayer, respect for God, meet with other believers, support of congregation, take part in important services, celebrate religious festivals and rites of passage, discuss with minister, guidance and strengthening faith, be a part of the Christian community.

Other ways of living a Christian life:

Personal prayer, God is everywhere, may choose to serve God through helping others - Jesus noted that this was more important than simply observing religious rituals, may be unable to attend church because of health issues; family or work commitments, may prefer to worship privately, may read the bible at home and try to live a good Christian life, may believe that it is more important to try to follow the teachings in daily life than to attend church once a week.

Question 3

(a) How does source A go against Christian attitudes to caring for the planet? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Credit responses that use the photo only. Lots of chickens (1), small cages (1), electric lights (1), large building (1) not natural (1).

(b) Describe the work of a Christian individual who has fought against racism. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	A range of changes are described with one or more in depth. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Expect Martin Luther King but credit other relevant responses. Non violent protests, civil disobedience, sit-ins, freedom rides, rallies, speeches, marches, 'weapons of love', the bus boycott.

(c) Explain why Christians *believe* it is important to support fair trade. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	A range of changes are explained with one or more in depth. Elaboration of one or more points using accurate religious knowledge and understanding of events.

Indicative content:

L1 - Expect basic points e.g. it is fair, it helps poor people. May describe fair trade.

L2 - Expect some elaboration e.g. it provides a fair deal for the producers, this is right because everyone deserves fair treatment. All people are created equally by God and are part of God's creation; Christians have a duty to care for God's creation.

L3 - Expect more understanding of fair trade/religious concepts e.g. fair trade is sustainable, it improves the lives of poor people in long term - Christians should care for those less fortunate than themselves this is one of the key teachings of Christianity. May refer to elements of Genesis 1:26 and 28 'Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.'... God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.' 'The earth is the Lord's, and everything in it, the world, and all who live in it.' Psalm 24:1.

(d) Christians should not even consider having an abortion.

[8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content:

L1 - May agree or disagree with the statement and/or give a simple list/basic points. Expect only weak reference to Christian beliefs; e.g. Christians believe that abortion is wrong/if someone is raped they should be allowed an abortion.

L2 - Expect several points; some with elaboration e.g. Some Christians are totally against abortion as they believe that life is given by God/some Christians will accept abortion in some situations, like when the life of the mother is at risk. Although only 4 marks can be awarded for a one sided discussion it may still tend to one view at the top of the level. For 4/5 marks several points must be elaborated.

L3 - Expect a balanced response; with several points on each side of the argument. Expect more understanding of religious concepts involving discussion of Bible and/or church teachings e.g. The Roman Catholic view that from the moment of conception a life is formed which belongs to God, humans do not have the right to take this away. Other churches who view it as 'the lesser of two evils'. Where candidates display understanding of the principle of double effect it should be credited at the top of the level.

Christian teachings against abortion:

Bible teachings, which may be referred to or quoted:

'So God created man in his own image, in the image of God he created him; male and female he created them'. Genesis 1:26-27.

'For you created my inmost being; you knit me together in my mother's womb' Psalm 139:13.

'Before I formed you in the womb I knew you, before you were born I set you apart.' Jeremiah 1:5.

When Elizabeth heard Mary's greeting, the baby leaped in her womb, and Elizabeth was filled with the Holy Spirit. Luke 1:41.

The Roman Catholic Church opposes abortion in every instance. However, if life saving treatment given to a pregnant women results in the unavoidable loss of a foetus, but saves the mother, then this is accepted and known as 'double effect'.

Beliefs/circumstances that would make it acceptable:

Both the Anglican Church (Church of England) and the Religious Society of Friends (Quakers) believe that although abortion should not be encouraged, the life of the unborn child cannot be seen as more important than that of the mother. In circumstances where they mother's life is at risk; or where rape had led to a pregnancy; abortion would be acceptable to many Christians.

4323/02 CHRISTIANITY AND JUDAISM

SECTION A

Question 1

- (a) Use Source A and your own knowledge to describe a Bat Mitzvah. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: A girl reads from the Torah (1), a yad is used (1), credit own knowledge/use of photo. One mark for each factually correct response.

- (b) Describe what happens during Shabbat. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description or simple list.	

Indicative content: People leave school and work early in the winter as the day starts at sunset. Some candidates may mention difference in practice between Orthodox and Reform. There is a special synagogue service and the Shabbat meal. Everything needs to be prepared beforehand as no work is allowed.

- (c) Use Source B and your own knowledge to describe a Jewish wedding ceremony. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	<p>Limited description taken from the source.</p> <p>Gives a simple description of the source and/or uses very basic knowledge. No elaboration.</p> <p>Max 2 marks for knowledge only.</p>	<p>Description uses source and own knowledge.</p> <p>For 4 marks there is elaboration using own knowledge and understanding.</p>

Indicative content: The ceremony takes place under a chuppah which represents the home the couple will set up together. It takes place in the synagogue but can take place elsewhere. Vows are made, rings are exchanged and a glass is smashed underfoot to remember the Temple and possible hard times ahead.

(d) Explain why fewer Christians attend church in the UK today.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Basic explanation with little or no elaboration or simple list of points.</p> <p>Max 2 marks for description only.</p>	<p>Explanation with more than one accurate point.</p> <p>Elaboration of one or more points needed to gain 4 marks.</p>	<p>Detailed explanation with more than one accurate point.</p> <p>Elaboration of one or more points using accurate knowledge and understanding of religious concepts / teachings.</p>

Indicative content: Fewer people are religious than in previous generations. There are many other activities available to people today as well as more choice in the act of attending church or not. Sunday opening means the day is not as dedicated to Christianity as it once was.

(e) Using the sources **and your own knowledge**, explain why Jews in the UK today may have a range of attitudes about the way they dress.

[6]

AO1	AO2	AO3	total
2	2	2	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Descriptive answer. Candidate paraphrases the content of the source/s or provides very basic knowledge. No elaboration.</p>	<p>Explanation of one or both viewpoints (although one view may be discussed in more detail than the other).</p> <p>Candidate uses source/s and own knowledge.</p> <p>For 4 marks there is elaboration of at least one point of view.</p>	<p>Detailed explanation of both views with more than one example of elaboration.</p> <p>Candidate uses both sources and own knowledge.</p>

Indicative content: There is a similarity to note in that both acknowledge the importance of religious dress. The importance is the extent to which they do so. This could be answered as an Orthodox/Reform dress issue and gain good marks. It is to stress the importance of tradition in the second source as opposed to the more modern approach of the first.

- (f) 'Religious festivals have lost their original meaning'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: Any conclusion is acceptable as long as it is backed up showing a balanced approach. Some might argue that festivals have lost their importance when we see the run up to Christmas and Easter both so commercial in a country where so few people actually attend church. However, religious people would argue that the importance is undiminished and this is proved by the church services and genuine religious thoughts at these times of year. Other festivals from different religions may offer different perspectives.

SECTION B

Question 2

- (a) What does Source A tell you about the work of a Christian charity? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Credit responses that use the photo only. Food deliveries are organised (1), and many people (1), are involved in emergency/relief aid (1).

- (b) Describe Jewish attitudes to poverty and inequality. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Jews believe that these issues must be challenged through prayer and action such as giving money to charity and campaigning.

- (c) Explain why the care of the elderly is important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point. Elaboration of one or more points using accurate knowledge and understanding of religious concepts.

Indicative content: Honour your parents is one of the Ten Commandments. Jesus taught that we should treat others as we wanted to be treated and this means everyone.

- (d) 'A truly religious person should not get divorced.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: *The answer to this statement will depend upon the standpoint of the candidate. As long as the answer is balanced and backed by evidence all relevant responses should be credited. Some religions actually make allowances for divorce and some branches of Christianity are more accepting than the Catholic Church.*

Question 3

- (a) What does Source A tell you about how some Christians worship? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Credit responses that use the photo only, they pray together (1), they stand and clap their hands (1), lots of people together (1).

- (b) Describe the important features of Jewish worship. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	A range of features are described with one or more in depth. Elaboration of one or more points needed to gain 4 marks.

Indicative content: In the Orthodox tradition only men are obliged to attend. They should pray three times a day. There is a special service on Shabbat. People pray facing the ark which shows the direction of Jerusalem. The rabbi leads the service and there is a reading from the Torah.

- (c) Explain why the teachings of Jesus are important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	A range of points are explained with one or more in depth. Elaboration of one or more points using accurate religious knowledge and understanding of events.

Indicative content: Jesus is the founder of Christianity and the Son of God in Christian belief. He told people how to behave by example and by prayer and parables. Christians believe if they follow this message they will go to join Jesus in heaven for eternity.

- (d) 'Holy books have lost all their importance for many people today'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: This will depend on the view of the candidate and from what religious perspective they are answering. For some religions the holy book is central to the faith. It is the guide book for life for those that belief and a unique source of belief. Of course, that does not account for those that do not follow their religion strictly. In other religions the holy book is important but it does not provide the core set of rules by which to live.

4323/03 CHRISTIANITY AND ISLAM

SECTION A

Question 1

- (a) Use Source A and your own knowledge to describe an aqiqah ceremony. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: Credit own knowledge/use of photo, one mark for each factually correct response. It happens when the baby is very young (1), the baby's hair is cut (1), a sheep is sacrificed (1).

- (b) Describe what happens during Friday prayers. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: People should try and attend the mosque where normal prayers will take place. This will be followed by a sermon from the imam after a reading from the Qur'an. It is the one time in the week when Muslims will make a special effort to get to the mosque to pray communally.

- (c) Use Source B and your own knowledge to describe a Muslim wedding ceremony. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Gives a simple description of the source and/or uses very basic knowledge. No elaboration. Max 2 marks for knowledge only.	Description uses source and own knowledge. For 4 marks there is elaboration using own knowledge and understanding.

Indicative content: The wedding can take place anywhere. It is the confirmation of a contract. A dowry is given to the bride that is hers to keep. Rings may be exchanged.

(d) Explain why fewer Christians attend church in the UK today.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Basic explanation with little or no elaboration or simple list of points.</p> <p>Max 2 marks for description only.</p>	<p>Explanation with more than one accurate point.</p> <p>Elaboration of one or more points needed to gain 4 marks.</p>	<p>Detailed explanation with more than one accurate point.</p> <p>Elaboration of one or more points using accurate knowledge and understanding of religious concepts / teachings.</p>

Indicative content: Fewer people are religious than in previous generations. There are many other activities available to people today as well as more choice in the act of attending church or not. Sunday opening means the day is not as dedicated to Christianity as it once was.

(e) Using the sources and your own knowledge, explain why Muslims in the UK today may have a range of attitudes about the way they dress.

[6]

AO1	AO2	AO3	total
2	2	2	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Descriptive answer. Candidate paraphrases the content of the source/s or provides very basic knowledge. No elaboration.</p>	<p>Explanation of one or both viewpoints (although one view may be discussed in more detail than the other).</p> <p>Candidate uses source/s and own knowledge.</p> <p>For 4 marks there is elaboration of at least one point of view.</p>	<p>Detailed explanation of both views with more than one example of elaboration.</p> <p>Candidate uses both sources and own knowledge.</p>

Indicative content: There is a similarity to note in that both acknowledge the importance of religious dress. The importance is the extent to which they do so. It is to stress the importance of tradition in the second source as opposed to the more modern approach of the first.

- (f) 'Religious festivals have lost their original meaning'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: Any conclusion is acceptable as long as it is backed up showing a balanced approach. Some might argue that festivals have lost their importance when we see the run up to Christmas and Easter both so commercial in a country where so few people actually attend church. However, religious people would argue that the importance is undiminished and this is proved by the church services and genuine religious thoughts at these times of year. Other festivals from different religions may offer different perspectives.

SECTION B

Question 2

- (a) What does Source A tell you about the work of a Christian charity? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Credit responses that use the photo only. Food deliveries are organised (1) and many people (1) are involved in emergency/relief aid (1).

- (b) Describe Muslim attitudes to poverty and inequality. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Muslims believe that these issues must be challenged through prayer and action such as giving money to charity and campaigning. Zakah obliges the giving of money to charity. Jihad, a much misunderstood concept, could be used as a struggle against poverty and inequality.

- (c) Explain why the care of the elderly is important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point. Elaboration of one or more points using accurate knowledge and understanding of religious concepts.

Indicative content: Honour your parents is one of the Ten Commandments. Jesus taught that we should treat others as we want to be treated and this means everyone.

- (d) 'A truly religious person should not get divorced.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: The answer to this statement will depend upon the standpoint of the candidate. As long as the answer is balanced and backed by evidence all relevant responses should be credited. Some religions actually make allowances for divorce and some branches of Christianity are more accepting than the Catholic Church.

Question 3

- (a) What does Source A tell you about how some Christians worship? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Credit responses that use the photo only. They pray together (1), they stand (1) and clap their hands (1). Lots of people together (1).

- (b) Describe the important features of Muslim worship. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	A range of changes are described with one or more in depth. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Men and women pray separately. There are no seats as people stand and sit on the floor. They pray in the direction of Makkah.

- (c) Explain why the teachings of Jesus are important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	A range of points are explained with one or more in depth. Elaboration of one or more points using accurate religious knowledge and understanding of events.

Indicative content: Jesus is the founder of Christianity and the Son of God in Christian belief. He told people how to behave by example and by prayer and parables. Christians believe if they follow this message they will go to join Jesus in heaven for eternity.

- (d) 'Holy books have lost all their importance for many people today.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted. OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are a few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: This will depend on the view of the candidate and from what religious perspective they are answering. For some religions the holy book is central to the faith. It is the guide book for life for those that believe and a unique source of belief. Of course, that does not account for those that do not follow their religion strictly. In other religions the holy book is important but it does not provide the core set of rules by which to live.

4323/04 CHRISTIANITY AND HINDUISM

SECTION A

Question 1

- (a) Use Source A **and your own knowledge** to describe a sacred thread ceremony. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: Credit own knowledge/use of photo, one mark for each factually correct response. The child is blessed by a priest. He has three threads tied in a knot. It is a coming of age ceremony.

- (b) Describe what happens during services on a holy day at the mandir (temple). [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: The priest will read from the holy books. Men and women sit on separate sides of the prayer hall. Food will be shared.

- (c) Use Source B **and your own knowledge** to describe a Hindu wedding ceremony. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Gives a simple description of the source and/or uses very basic knowledge. No elaboration. Max 2 marks for knowledge only.	Description uses source and own knowledge. For 4 marks there is elaboration using own knowledge and understanding.

Indicative content: The bride and groom will usually wear traditional clothing. The bride's parents welcome the groom's family at the house where the ceremony will take place. A sacred fire is lit and vows are exchanged. Other variations exist.

(d) Explain why fewer Christians attend church in the UK today.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Basic explanation with little or no elaboration or simple list of points.</p> <p>Max 2 marks for description only.</p>	<p>Explanation with more than one accurate point.</p> <p>Elaboration of one or more points needed to gain 4 marks.</p>	<p>Detailed explanation with more than one accurate point.</p> <p>Elaboration of one or more points using accurate knowledge and understanding of religious concepts / teachings.</p>

Indicative content: Fewer people are religious than in previous generations. There are many other activities available to people today as well as more choice in the act of attending church or not. Sunday opening means the day is not as dedicated to Christianity as it once was.

(e) Using the sources and your own knowledge, explain why Hindus in the UK today may have range of attitudes about the way they dress.

[6]

AO1	AO2	AO3	total
2	2	2	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	<p>Descriptive answer. Candidate paraphrases the content of the source/s or provides very basic knowledge. No elaboration.</p>	<p>Explanation of one or both viewpoints (although one view may be discussed in more detail than the other).</p> <p>Candidate uses source/s and own knowledge.</p> <p>For 4 marks there is elaboration of at least one point of view.</p>	<p>Detailed explanation of both views with more than one example of elaboration.</p> <p>Candidate uses both sources and own knowledge.</p>

Indicative content: There is a similarity to note in that both acknowledge the importance of religious dress. The importance is the extent to which they do so. It is to stress the importance of tradition in the second source as opposed to the more modern approach of the first.

- (f) 'Religious festivals have lost their original meaning'. To what extent do you agree with this statement. [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content: Any conclusion is acceptable as long as it is backed up showing a balanced approach. Some might argue that festivals have lost their importance when we see the run up to Christmas and Easter both so commercial in a country where so few people actually attend church. However, religious people would argue that the importance is undiminished and this is proved by the church services and genuine religious thoughts at these times of year. Other festivals from different religions may offer different perspectives.

SECTION B

Question 2

- (a) What does Source A tell you about the work of a Christian charity? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Credit responses that use the photo only. Food deliveries are organised (1) and many people (1) are involved in emergency/relief aid (1).

- (b) Describe Hindu attitudes to poverty and inequality. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Prayer and action are important as are the concepts of Dharma and Karma.

- (c) Explain why the care of the elderly is important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point. Elaboration of one or more points using accurate knowledge and understanding of religious concepts.

Indicative content: Honour your parents is one of the Ten Commandments. Jesus taught that we should treat others as we want to be treated, and this means everyone.

(d) 'A truly religious person should not get divorced.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
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Question 3

- (a) What does Source A tell you about how some Christians worship? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Credit responses that use the photo only. They pray together (1), they stand (1) and clap their hands (1), lots of people together (1).

- (b) Describe the important features of Hindu worship. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Basic description with little or no elaboration or simple list of points.	A range of changes are described with one or more in depth. Elaboration of one or more points needed to gain 4 marks.

Indicative content: Puja is the central act of Hindu worship. It can be carried out at home or at the mandir. It is usually centred on a statue of one of the Hindu deities. It is often an individual act of devotion as opposed to communal.

- (c) Explain why the teachings of Jesus are important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	A range of points are explained with one or more in depth. Elaboration of one or more points using accurate religious knowledge and understanding of events.

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AO1	AO2	AO3	total
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