



GCSE MARKING SCHEME

HUMANITIES

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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.**

GCSE Humanities

4321/01 PEOPLE AND THEIR ENVIRONMENTS

SECTION A

Question 1

- (a) Use Source A **and your own knowledge** to describe the location of areas at risk of desertification. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: Around / close .to deserts (1), close to tropics (1), credit own knowledge e.g. named areas.

- (b) Explain how human activity can increase desertification. [4]

AO1	AO2	AO3	total
4	0	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic description or simple list of points.	Detailed description or explanation with elaboration and more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

Indicative content:

For Level 1 description of the kinds of human activity that can increase desertification such as overgrazing etc. with no link to how it leads to desertification. Level 2 will link human activities to desertification / soil degradation, e.g. deforestation exposes soil to heat so soil dries out and is easily eroded by wind or rainstorm.

- (c) Describe subsistence farming in LEDCs. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content:

For Level 1 description of points such as no machinery, labour intensive, manual work, families working together, crops grown for own consumption, small scale, low inputs / outputs. For Level 2 there must be some elaboration of a point such as linking low inputs to outputs etc.

- (d) Explain ways LEDC farmers can benefit from introducing modern farming techniques such as increased mechanisation and irrigation. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy and elaboration.	Valid and detailed explanation which is applied to the context of the question.

Indicative content:

*Mechanisation and irrigation are given in the question but simple description of them or other techniques such as use of pesticides, chemical fertiliser, HYV's or monoculture, etc. would give Level 1. For Level 2, some elaboration is needed and for 4 marks this elaboration must be linked to the benefits of the techniques. For Level 3, application is required e.g. to one case study or to the **benefits** offered to farmers.*

- (e) Use Source C **and your own knowledge** to describe the impact of the EU on farming in the UK. [8]

AO1	AO2	AO3	total
2	2	2	6

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

Indicative content:

For Level 1, the candidate will give a basic description and / or source based information focussing on how farming has changed such as increased mechanisation, size of field etc. At Level 2, the candidate will make some reference to EU policies linked to their effects on farming. For Level 3, there should be a range of EU policies such as CAP, quotas, set asides etc. More recent policies such as custodians of the countryside, etc. should be credited. There should be elaboration linked to their effects on farming.

- (f) 'Supermarkets have had a positive effect on food production in the UK'. To what extent do you agree with this statement? [8]

Describing how supermarkets can benefit farmers or customers.
 Considering how supermarkets may cause problems for farmers in the UK.
 Conclude by saying how far you agree with the statement.

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:

Benefits would include farmers being able to sell all their crops to a single buyer, elaboration would refer to this being quicker and easier for the farmer. Benefits to customers would include cheaper prices, more choice, etc. Other benefits may refer to supermarkets' promotion of local produce.

Problems would typically revolve around farmers forced to accept low prices etc. elaboration would explain that this is because there are no other buyers or that this forced small farms out of business. Farmers may reduce the amount of money spent on animal welfare to cut costs, etc. For top marks at Level 3, the candidate's judgement must have some justification / explanation that is not simply a reiteration of the scaffold.

SECTION B

Question 2

- (a) Use Source A to describe changing water use in the Severn Trent Water region. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Water use has risen (1), credit use of figures to illustrate change and or patterns.

- (b) Explain why water use in the UK has changed. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content:

May refer to household machines such as washing machines using more water or a general increase in demand for goods which need water to make (link to greater affluence), more paddling pools in summer (link to changing lifestyles), hosepipes to wash cars (link to increased car ownership), increases in irrigation (link to longer droughts). Two statements, both with elaboration should be credited full marks but four simple statements would only get 2 marks.

- (c) Explain why flash floods are often the most destructive. Use examples you have studied to help your answer. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy and elaboration.	Valid and detailed explanation which is applied to the context of the question.

Indicative content:

At Level 1, candidates will simply describe the effects of a flood such as damage to property, loss of life, etc. At Level 2, there should be reference to the unique characteristics of a flash flood, i.e. timescale, etc. linked to destruction. At Level 3, the candidates will give a detailed explanation of the specific problems of flash floods with application of case studies that illustrate the points they are making.

- (d) “MEDCs are capable of stopping floods and they should always attempt to do so”.
To what extent do you agree with this statement? [8]

Describing how floods can be prevented.
Considering disadvantages of flood prevention techniques.
Say how far you agree with this statement.

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 flood prevention techniques are described, e.g. levees, dams, channel alteration, afforestation, land use constraints, etc. Elaboration would typically be how they are used to prevent flooding. Disadvantages would include things like cost, aesthetics at the basic level. For elaboration the candidate would expand on a disadvantage such as levees failing and causing worse floods or just causing more problems further down river. The candidate might compare hard and soft defences but would not reach Level 3 if their conclusion focuses on this alone.

Question 3

- (a) Use Source A to describe tropical rainforest destruction in Brazil. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Tropical rainforest size has decreased/got smaller (1). Credit accurate use of figures.

- (b) Explain why tropical rainforests are important. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content:

Wood for furniture, paper etc. would NOT be credited as elaboration but medicines such as the periwinkle would be. Credit oxygen production at Level 1, unless elaborated further. Other examples of importance might include mineral wealth, food, tourism etc.

- (c) Explain the ways tropical rainforest vegetation is adapted to its climate. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy and elaboration.	Valid and detailed explanation which is applied to the context of the question.

Indicative content:

Lower levels will simply describe climate and / or rainforest vegetation characteristics such as tall trees, layers, large leaves, etc. At Level 2, the candidate will link such characteristics to the climate and may include vocabulary such as drip tips, etc. Level 3 candidates will give detailed links of characteristics to climate and explain the relevance of processes such as photosynthesis or the tropical rainforests soil profiles etc.

- (d) 'The modern world has brought misery to the native tribes of the rainforest'. To what extent do you agree with this statement? [8]

Describing problems caused for native tribes by rainforest development.
 Considering the benefits the modern world has brought to native tribes.
 Conclude by saying how far you agree with this statement.

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:

Problems might include disease, forced eviction, loss of traditional way of life will just be listed at low level but elaborated on for higher levels, e.g. named diseases, examples of why they're being evicted, examples of traditions lost etc. A range of benefits such as medical care, communication, tools, trade, etc. also need elaboration for Levels 2 and 3. For top marks at Level 3, the candidate's judgement must have some justification / explanation that is not simply a reiteration of the scaffold.

GCSE Humanities

4321/02 PATTERNS AND PLACES

SECTION A

Question 1

- (a) What does Source A tell you about world energy use? [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: Any two relevant points from source: e.g. there is uneven distribution (1), some places use more energy than others; named areas/countries (1); recognises MEDC/LEDC differences (1); supports answer with data from key (1)

- (b) What are fossil fuels? [4]

AO1	AO2	AO3	total
4	0	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic description or simple list of points.	Detailed description or explanation with elaboration and more than one accurate point.
	Elaboration of one or more points needed to gain 4 marks.

Indicative content:

For Level 1 will name one or more fossil fuels (coal, oil, natural gas). Credit description of CO₂ release / role in global warming at Level 1. For Level 2 explains formation and / or uses terminology such as non-renewable.

- (c) Explain how burning fossil fuels might cause global warming. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content:

Solar energy passes through the atmosphere without warming it. Solar energy heats the ground which gives off long wave radiation. Some of this long wave radiation warms the greenhouse gases (which include carbon dioxide) in the atmosphere. For 4 marks the candidate uses correct terminology such as short / long wave radiation, solar/terrestrial radiation.

- (d) Explain why the effect of climate change may be very serious for a less economically developed country (LEDC) such as Bangladesh. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy and elaboration.	Valid and detailed explanation which is applied to the context of the question.

Indicative content:

Lack of money to take remedial action, e.g. flood prevention, irrigation, etc.; reliance on agriculture so changing climates may have more serious consequences, e.g. famine, pests, etc.; problems with displaced populations (may link this with the density of population and landscape of Bangladesh) or other case studies may be used and credited. For 4 marks or more the candidate must successfully apply their understanding of why LEDCs in particular are more vulnerable to the effects.

- (e) Use Source C **and your own knowledge** to describe why it may be difficult to find solutions to the problem of climate change. [8]

AO1	AO2	AO3	total
2	2	2	6

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

Indicative content:

Heavy reliance on fossil fuels; increasing use of energy predicted; elaboration of these patterns (e.g. giving data from graph, need for NICs to develop further/faster, slower growth of renewables, problems with nuclear power, etc.) for Levels 2 or 3.

- (f) 'There is very little that individuals or families can do to prevent 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 variety of individual actions are described, (e.g. using less energy, using private transport less, buying local food, recycling etc.) Various governmental actions are considered (e.g. legislation, increased taxation, advertising/awareness, etc.) Conclusions may be one-sided but at higher levels, candidates may recognise the need for a variety of approaches and action on all sides, etc.

SECTION B

Question 2

- (a) Use Source A to describe the distribution of earthquakes. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Any two relevant points from source – e.g. in narrow bands, in middle of oceans, on edge of continents, etc. (1); credit elaboration of named areas (1) and/or other relevant points using candidates' own knowledge e.g. along tectonic boundaries (1).

- (b) Describe the effects of earthquakes on people. [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic description or simple list of points. Max 1 if description is of source only.	Detailed description or explanation with elaboration. 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. collapsed buildings, injuries and deaths, fires, disruption to transport, tsunamis etc.) Elaboration of these points or use of case studies for higher level (e.g. primary and secondary effects, Fukushima, etc.)

- (c) Explain the causes of earthquakes. Use examples that you have studied to help your answer. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy and elaboration.	Valid and detailed explanation which is applied to the context of the question.

Indicative content:

At lower levels candidates may make simple statements such as movements of earth's crust, violent shaking etc. with little or no elaboration/explanation. At Level 2, there may be some simple explanation of the movement of tectonic plates etc. with reference to actual events. At Level 3, candidates will apply their understanding of the role of tectonic plates including the build-up of strain and sudden violent ruptures based on actual examples.

- (d) 'The only way to protect people from the effects of hurricanes is to evacuate the area'. 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.
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Indicative content:

A range of effects is given (e.g. high winds damaging buildings, heavy rainfall and or storm surges leading to flooding etc.) with elaboration / explanation of these and possible use of case studies (e.g. Katrina) at higher levels. Similarly, the various methods of protecting housing are given (boarding up doors and windows, use of shutters, correct roof construction, etc.) with elaboration at higher levels. For Level 3, there must be a justified conclusion made by the candidate as to how far they agree / disagree with the statement with explanation / reasons for their choice.

Question 3

- (a) Describe the distribution of the world's megacities. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Any two relevant points from source – 11 are in Asia (1) only one in Europe (1) none in Australasia (1) 3 in N. America (1) 3 in S. America (1) mostly in LEDCs (1).

- (b) Describe the problems faced by people living in shanty towns in cities in less economically developed countries (LEDCs). [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic description or simple list of points. Max 1 if description is of source only.	Detailed description or explanation with elaboration. 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 (e.g. poor building materials, lack of sanitation, risk of disease, overcrowding, etc.) Explanation / elaboration of these required for Level 2.

- (c) Explain the ways that the quality of life in shanty towns in less economically developed countries (LEDCs) may be improved. Use examples that you have studied to help your answer. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Generalised statements or simple list. Max 2 marks for description only.	Explanation with some accuracy and elaboration.	Valid and detailed explanation which is applied to the context of the question.

Indicative content:

At lower levels, candidates may make simple statements such as lack of money, extent of the problem, etc. with little or no elaboration / explanation. At Level 2, there may be some simple explanation/exemplification of self-help schemes or government relocation programmes. At Level 3, the candidate must link the strategy to ways that quality of life has been improved, e.g. street lighting in Kibera improved quality of life by reducing mugging and other crimes so making it safer for women (especially) to travel around at night.

- (d) 'Rural areas of the UK offer people a much better quality of life than city living.' 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 counter-urbanisation is given (e.g. better quality of life, less pollution, less crime, more open space, etc.) with elaboration / explanation of these at higher levels. Similarly, the advantages of city living are considered (access to services, jobs, entertainment, etc.) with elaboration at higher levels. For Level 3, there must be a justified conclusion made by the candidate as to how far they agree / disagree with the statement with explanation / reasons for their choice.

GCSE Humanities
4322/01 THE UK 1939-1974

SECTION A

Question 1

- (a) Give two ways in which people protested against nuclear weapons in the 1950s and 1960s. [2]

AO1	AO2	AO3	total
1	1	0	2

Point marking: (from source) – marches (1) e.g. Aldermaston, placards (1) AND any other relevant point(s) from own knowledge, e.g. creation of CND (1), sit-ins (1) and other more violent protests in the later 1960s (1).

- (b) What was the “permissive society”? [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
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:

Social revolution – relaxation of attitudes towards homosexuality, sex outside marriage, relaxation of censorship e.g. blasphemy, violence, etc., legislation of abortion and divorce, ending of capital punishment.

- (c) How useful is Source B to a historian studying the lives of British women in the UK in the 1950s and 1960s? [4]

AO1	AO2	AO3	total
1	0	3	4

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

Content: what source does show us (useful) or does not show us (limitations)

Attribution: commentary on dates, author, type of source or purpose

Indicative content:

Very useful shows good housewife in the kitchen cooking for husband who has just come in from work.

Suggested limitations:

It's set up clichéd views of women in this period – the obedient housewife; no consideration of the rising influence of feminism; newspaper photograph trying to give a certain impression of its readers, not necessarily reflection of reality.

- (d) How did the lives of children in the UK change in the 1950s and 1960s. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
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:

Introduction of comprehensive schools; ending of National Service in 1960; new technology leading to new toys, new interests; children's TV; increased affluence of teenagers in era of almost full employment leading to the rise of teenage fashions, music, television, radio, etc. Accept answers that focus on the lives of teenagers.

- (e) Why do Sources C and D give different views about the behaviour of young people in the 1960s? [6]

AO1	AO2	AO3	total
2	0	4	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Limited description of content of source. Likely to be repetition or paraphrasing of content.	Some explanation of content of source.	Explanation of content of source.
Max 2 mark 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 describes drinking and violence, Source D describes bored teenagers looking for something to do. Source C is a contemporary newspaper likely to be prejudiced against teenagers reflecting the views of its readers, whereas Source D is a more objective historical view based on a wider range of historical evidence, viewed through hindsight.

- (f) 'Changes in society affected women more than any other group in the UK in the 1950s and 1960s'. 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 that liberal attitudes towards women, the influence of feminism and sexual freedoms of the permissive society, ultimately leading to equal pay, etc. were very important. Needs to consider any other developments: children and young people, increasingly permissive society peace protests, troubles in Ireland.

SECTION B

Question 2

- (a) Give two examples of propaganda used by the British government during the war. [2]

AO1	AO2	AO3	total
1	1	0	2

Points marking: Uses source to say about making speeches (1) or broadcasting on the radio (1).

Gives examples from own knowledge e.g. poster campaigns (1), cinema films (1).

- (b) Describe the role of the Home Guard in Britain during the Second World War. [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic explanation 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:

Local Defence Volunteers made up of those ineligible for regular Army; defending strategic installations in UK mainland e.g. radar outposts, RAF base etc.; vigilance for German spies and lookouts along Britain's coast for signs of potential invasion; to be a secondary defence force of Britain supporting the regular army in case of German invasion.

- (c) Explain how evacuation changed the lives of some children in the UK between 1939 and 1945. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
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:

Made some appreciate home life more because some children were treated badly by host families – slave labour, homesickness; bed-wetting; families separated; also education was disrupted, some children had a fantastic time – did not want to return home because they now could see that life could be better than the home they were returning to.

Also acknowledged that led to better understanding of the lives of the poor in towns and cities and had long term impacts improving the health of many children. Can also point out that not all children were evacuated and many were not left with host children for long which is why the lives of 'some' and not 'all' children changed.

- (d) 'The most important impact on people's lives in the UK during the Second World War was rationing'. 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 that rationing improved the diet of many of the poorest people in Britain and by limiting access to sugar etc. for the better off it improved their health as well. Considering alternatives – rationing ignored by the most well off; impact of evacuation on children, war effort on the lives of women, propaganda campaigns, conscription, Blitz, etc. could all be considered here. There must be a judgement made by the candidate for 7-8 marks as to how far they agree / disagree with the statement with explanation/reasons for their choice.

Question 3

- (a) What was the Profumo scandal? [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: Uses source to highlight ministerial resignation (1).

Credit relevant information from their own knowledge – wider implications of scandal e.g. court trial (1), Profumo lied about affair to Parliament (1), connections between Keeler and a Soviet spy (1), rising distrust in Conservative government (1).

- (b) Describe how austerity affected people of the UK after 1945. [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 austerity – continuation of rationing and extension to cover potatoes and bread as well as fuel (which were not rationed during the war); utility mark furniture and clothing, etc. frustrations leading to rising support for Conservatives in 1950s.

- (c) Explain how the introduction of the Welfare State in the 1940s improved the lives of people in the UK. [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:

Concentrates on improvements in education (1944 Education Act) for all, introduction of National Health Service in 1948, attempts to improve housing, National Insurance to pay for retirement and sickness and other benefits when needed. Overall aim was to help the British people to be happier, wealthier and more productive. For top Level 2 and Level 3 there must be some discussion of other improvements.

(d) 'The victory of the Labour Party in 1945 was the most important development in people's lives in the UK between 1945 and 1974'.

[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 – 1945 victory symbolic shift in views of people who want a better future for themselves, resulting in implementation of Welfare State policies and ending a period of Conservative dominance. Considers other influences on British politics and society – nationalisation, 'houses for all', comprehensive education, Beeching Axe, etc. as well as challenges to the political system, e.g. Profumo Scandal or the troubles in Ireland. For Level 3 there needs to be a judgement of 'MORE THAN' any other development with explanation / reasons given.

GCSE Humanities

4322/02 THE USA, 1945-75

SECTION A

Question 1

- (a) Give two ways in which the Women's Liberation movement protested. [2]

AO1	AO2	AO3	total
1	1	0	2

Point marking: Source shows women marching (1); use of banners (1) and slogans (1). Credit other elements such as feminist books(1) or authors like Betty Freidan (1) or famous protests like 1968 Miss America (1) from own knowledge.

- (b) What was President Johnson's 'Great Society' programme? [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
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:

Civil Rights legislation (1964 and 1968), Voting Rights 1965, Medicare and Medicaid, slum improvement, youth education and employment schemes, road safety measures; aims to reduce poverty in America – turning tax eaters into tax payers.

- (c) How useful is Source B to an historian studying the changes in popular entertainment in America between 1945 and 1975? [4]

AO1	AO2	AO3	total
1	0	3	4

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

Content: what source does show us (useful) or does not show us (limitations)

Attribution: commentary on dates, author, type of source or purpose

Indicative content:

Useful, shows the rising folk / alternative / protest music scene led by artists like Bob Dylan AND also shows the importance of television in publicising these artists. Suggests limitations of the source – e.g. nothing about the 1950s, influential US artists like Elvis Presley, nothing on the hippie music scene of the later 1960s; also no mention of the cinema and changes there or of anything of interest to an older or more traditional audience.

- (d) Explain why the Watergate Scandal was a major event in politics in the USA. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
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:

Details of burglary and bugging of Democratic Watergate offices; subsequent cover up, bribery of burglars, attempts to foil FBI investigation; Senate Committee and the Smoking Gun tapes. May stress the importance of Nixon's popularity in 1972, but public outrage by 1974. Shock of discovering Nixon acting just like a criminal. Also potential to bring in Ford's presidential pardon which seemed to confirm views that corrupt politicians look after each other; Congress puts limits on presidential powers, e.g. over the ability to declare war.

- (e) Why do Sources C and D give different views about who killed President Kennedy in 1963? [6]

AO1	AO2	AO3	total
2	0	4	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Limited description of content of source. Likely to be repetition or paraphrasing of content.	Some explanation of content of source.	Explanation of content of source.
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 C Oswald the lone killer, Source D other people involved; Source C official US government investigation into the assassination from the time, Source D twenty-first century newspaper report about public scepticism about the findings of Source C; possibility of more evidence having come to light since 1964, but also conspiracy theorists consider Source C to be a whitewash to cover up real assassins, while Source D could just be a newspaper report playing to modern belief in conspiracy.

- (f) 'The growth of the Consumer Society was the most important influence on the lives of the American people between 1945 and 1975'. 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 – rising living standards consumer items, living in the suburbs etc.; also connected to changes in lives of women (labour-saving devices etc.), changing lives of young people (jobs, money, teenage music and fashion etc). Outlines other developments, e.g. rise and impact of feminism, Civil Rights struggle for black people, new attitudes and lifestyles developing amongst young people, government attempts to improve the lives of people, e.g. Great Society. May analyse situation to see that consumerism only helps those who can afford it. For 7-8 marks there must be a judgement from the candidate – agrees / disagrees with the statement and reasons why.

SECTION B

Question 2

- (a) Give two ways in which Europe was divided after 1945. [2]

AO1	AO2	AO3	total
1	1	0	2

Points marking: Uses sources – shows building of Berlin Wall (1), use of soldiers (1) on communist side. Uses own knowledge; gives other examples of Iron Curtain (1) – differences in political and/or economic systems between Communism and Capitalism (1) e.g. democracy / dictatorship.

- (b) Describe how the USA fought the war in Vietnam. [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic explanation 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:

Strategic hamlets, Operation Rolling Thunder and other large scale bombing raids, chemical weapons, e.g. napalm or defoliants like Agent Orange, body count, zippo raids, etc.

- (c) Explain why the USA became involved in the Cuban Missile Crisis. [6]

AO1	AO2	AO3	total
3	3	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
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:

Containment of Communism, Castro's coup of 1959 removing US ally and nationalisation of US assets in Cuba leading to trade embargo. Cuba seeking new trading relations with USSR. US support for anti-Castro Bay of Pigs fiasco. Soviet offer of nuclear weapons for protection, U2 photographs and US naval blockade to prevent weapons reaching Cuba.

- (d) 'The development of nuclear weapons was the most serious crisis of the Cold War'.
How far 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:

Considering nature and scale of the arms race – massive destructive capacity of nuclear weapons and new delivery systems as well as on-going increases and developments in conventional weapons technology. Candidates will give one or two other examples of threats to USA – Cuba; Vietnam; Berlin crises, etc. For 7-8 marks candidates must make a judgement as to 'greatest threat' with supporting evidence.

Question 3

- (a) Give two ways in which the Civil Rights Movement protested. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: Uses sources – bus boycott (1) AND gives other examples – sit-ins (1), marches (1), speeches (1), freedom rides or specific incidents ,e.g. Little Rock 1957 (1) or Birmingham 1963 (1).

- (b) Describe the methods used by the Black Power Movement. [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
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:

Black Power symbols – e.g. gloved fist as symbol of strength, ideas such as separation, speeches given by people like Malcolm X or Stokely Carmichael, celebrity support, e.g. Muhammad Ali, vigilante groups like the Black Panthers; violent confrontation and rioting.

- (c) Explain why the granting of civil rights to black people was necessary. [6]

AO1	AO2	AO3	total
2	4	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
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:

Segregation, institutionalised racism of the Jim Crow laws of the Southern states covering many aspects of American life – education, transportation, entertainment, even the Army. Civil Rights campaigns highlight the inequality of segregation forcing the US government to increasingly intervene because the US constitution says ‘all men are created equal’, the more popular CRM the more necessary it became to introduce new laws. Segregation was even being used to prevent black people from exercising their democratic right to vote. Not only wrong morally and constitutionally but also a major cause of poverty that governments of the 1960s wanted to address.

- (d) 'The leadership of Martin Luther King was the most important influence on the struggle for 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:

Impact of the peaceful protest, powerful speeches e.g. "Dream", international recognition, i.e. Nobel Peace prize. Considers alternatives, e.g. other Civil Rights figures e.g. Rosa Parkes, role of the Black Power Movement and its leaders, importance of presidential support (Eisenhower, Kennedy, Johnson). Some judgement has to be made on this issue for 7-8 marks with supporting reasons/evidence.

GCSE Humanities

4323/01 CHRISTIANITY AND CONTEMPORARY LIFESTYLE

SECTION A

Question 1

- (a) Use Source A and your own knowledge to describe Christian attitudes towards fair trade. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: 1 mark for correct point from source e.g. the church supports fair trade (1) plus one mark for correct point from own knowledge e.g. It is about equality (1).

- (b) Describe the work done by Christians to overcome racism. [4]

AO1	AO2	AO3	total
4	0	0	4

L1 1 - 2 marks	L2 3 - 4 marks
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: Credit responses that refer to individuals such as Martin Luther King / Desmond Tutu or Christian organisations.

Level 1 (1-2) e.g. Martin Luther King; sit-ins, speeches, marches, bus boycott, freedom rides. Other Christian responses: vigils, peaceful demonstrations raising awareness, political campaign.

Level 2 (3-4) e.g. Martin Luther King led the bus boycott; black people did not use buses until the unfair laws were changed. Martin Luther King delivered powerful speeches to large crowds; he encouraged black people to take a non-violent stand against racism. One example of another Christian response: The Young Women's Christian Association, is encouraging people to 'Stand against Racism.' The annual event Friday aims to tackle racism through awareness. The organisation wants to raise awareness that racism still exists and people need to work together to eliminate it.

- (c) Use Source B and your own knowledge to explain Christian beliefs about caring for the planet. [4]

AO1	AO2	AO3	total
2	0	2	4

L1 1 - 2 marks	L2 3 - 4 marks
Limited description taken from the source. Likely to give 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:

From source: Look after plants, church teaches it, Bible says it, God made man, God put man in charge of the animals. From knowledge: God created the world and gave it to man to look after on his behalf / concept of stewardship, Christians believe that the world belongs to God, God put humans in charge so that they could rule wisely over the world, God put man in charge he has a duty to look after creation.

- (d) Explain Christian responses to modern medical advances such as organ transplants. [6]

AO1	AO2	AO3	total
2	4	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
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 / teachings.

Indicative content:

Description of medical advance, e.g. organ transplants, stem cell research, cloning, genetic engineering.

Level 1 – Expect basic points about Christian attitudes, e.g. Christians believe that it is good to save lives / the Bible teaches that we should look after those in need / Christians do not agree with some medical advances.

Level 2 – Expect an explanation of Christian views, e.g. Christians support some medical advances because they save lives but some medical advances raise moral questions for Christians, /, some believe that medical advances involve the destruction of embryos; this goes against Christian teachings.

Level 3 – Expect understanding of ideas like sanctity of life or stewardship, may refer to specific teachings, e.g. ‘Do not kill’ / Jesus gave up his body for the many / Church of England declared organ donation a Christian duty.

- (e) Use both statements and your own knowledge to explain why Christians have a range of views about the use of contraception.

[6]

AO1	AO2	AO3	total
2	2	2	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
<p>Descriptive answer. Candidate may paraphrase the content of the source/s or provide 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). Candidate uses source/s and own knowledge. 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. Candidate uses both sources and own knowledge.</p>

Indicative content:

Level 1 – Makes basic point, e.g. Christians do./do not agree with contraception.

Level 2 – Expect understanding of one viewpoint, e.g. some Christians disapprove of contraception because it goes against Gods plan / some Christians approve of contraception because it is a sensible way to plan a family that you can look after.

Level 3 – Expect understanding of both views, e.g. the Roman Catholic Church does not allow the use of artificial contraception, every sexual act should be open to the possibility of pregnancy, God should decide if a pregnancy will happen. The Church of England encourages the use of contraception within marriage so that parents can plan when, and how many, children they will have, this way they can plan financially.

- (f) 'Christians should be able to choose for themselves whether or not to have an abortion.' To what extent do you agree with the 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:

Level 1 – Expect basic points, e.g. reasons for needing abortions; rape, mother's life in danger / abortion is taking life / Christians should or should not have an abortion.

Level 2 – Expect a description of several circumstances; where someone has been raped they may not want to have the baby because it was not their choice, when the life of the mother is in danger they may want to have an abortion as the child would not have a mother. Expect understanding of at least one view, e.g. some Christians believe that it is wrong to have an abortion, God created the life and only God should be able to take it away. Some Christians believe that abortion is the lesser of two evils and that sometimes it is necessary. Expect a conclusion supported by simple statements, e.g. Christians should / should not be allowed to choose for themselves because they may feel that they need an abortion because they have been raped / Christians should follow the teachings of their religion.

Level 3 – Expect a description of several circumstances and an understanding of different viewpoints, e.g. the Roman Catholic Church teaches that abortion is a sin, from the moment of conception a life is formed which does not belong to the mother or to the father, only God should be able to take life away, God loves all people and has a plan for every unique individual. The Church of England and the Methodist Church accept that there are some circumstances when an abortion may be necessary, e.g. when the life of the mother is at risk, sometimes showing love and compassion means accepting abortion. Expect a conclusion supported by evidence, e.g. Christians should make their own decisions on such matters, it is their lives that will be affected by the decision, the Bible does not say anything about abortion, humans are given free will / Christians should follow the teachings of their religion in all their decisions, they believe that God has a plan for everyone.

SECTION B

Question 2

- (a) What does Source A tell us about the birth of Jesus? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: 1 mark per correct point taken from the source: Wise men (1), animals (1), manger (1), gifts (1).

- (b) Describe a miracle that you have studied. [2]

AO1	AO2	AO3	total
4	0	0	4

L1 1 - 2 marks	L2 3 - 4 marks
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:

Credit description of any Bible miracle (you could check

<https://christiananswers.net/dictionary/miracle.html>) e.g. feeding of the four / five thousand.

Level 1 – expect basic points, e.g. Jesus fed four / five thousand people, there were two loaves, there were five fishes.

Level 2 – Expect description, e.g. Jesus was teaching on a mountainside, it was getting late and there was no food. He took two loaves and five small fishes and blessed them and then broke the bread and shared the fish. There was plenty of food for everyone; there were twelve baskets of bread left over.

- (c) During the Sermon on the Mount Jesus taught his followers how they should live their lives. Explain why these teachings are so important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
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:

Level 1 – Expect descriptions of the Sermon on the Mount, e.g. Jesus went onto a hill to give his teaching, he gave the Beatitudes (may list one or two), he gave important teachings (may list one or two teachings – Jesus gave the Lord’s Prayer, or a very basic explanation Jesus gave these teachings so they are important to Christians.

Level 2 – Expect some descriptions either of what happened or some of the teachings, e.g. Jesus went up a hill to give his teaching, he taught directly, he gave the Beatitudes / Lord’s prayer / other teaching – with some explanation of their importance; Jesus gave his teachings directly, he added to what the Old Testament said, the Beatitudes give hope, may explain the importance of one of the teachings.

Level 3 – Expect accurate description. Expect explanation of the importance of the Sermon on the Mount or of some of the teachings, e.g. Jesus completes the Law of Moses and gives some of the most important Christian teachings. The teachings were revolutionary, the Beatitudes give hope to those who suffer that God loves them, the Lord’s prayer was given showing Christians how they should pray, Jesus took teachings like ‘an eye for an eye, a tooth for a tooth’, and said, instead, that Christians should ‘turn the other cheek’.

- (d) 'Festivals like Christmas and Easter have lost all their religious meaning'. To what extent do you agree with the 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:

Level 1 – May agree or disagree with the statement, or make basic points, e.g. Christmas is all about presents / many people go to church for Christmas / Easter services.

Level 2 – Expect several points, some with elaboration, e.g. at Christmas time people all over the world decorate their houses and exchange gifts without really thinking about the birth of Jesus, people just think about Easter eggs and Easter bunnies instead of thinking about the death and resurrection of Jesus, many people will go to carol services and midnight mass in the run up to Christmas, there are lots of nativity plays, on Good Friday in some places there is a re-enactment of Jesus' last day, many will attend church and take part in the Eucharist service at Easter. Expect a conclusion justified by simple statements e.g. Over all I agree / disagree because they are all about presents and parties / people do go to church.

Level 3 – Expect a balanced argument:

For:

Many people attend church services at Christmas time; midnight mass is one of the best attended services of the year. It is an important time for Christians to come together to celebrate the birth of Jesus. Throughout Advent there are church services; the light on the crown builds as Christmas approaches, Christians look forward to Christmas and the second coming. Throughout Lent many people give something up that they enjoy as they prepare for Easter, there are important church services which are well attended, many take part in vigils, and there are re-enactments of the events of Good Friday. Millions of Christians worldwide take Eucharist at Easter. Both festivals have two bank holidays and schools have two week holidays.

Against:

Shops are filled with gifts months before Christmas, many people spend their time buying the gifts and trappings of Christmas and they do not go to church or get involved with the religious side of celebration. Christmas is the most commercialised of all festivals, it is almost impossible to have a truly religious celebration. Easter eggs, costumes, Easter bunnies and hot cross buns have become symbols of Easter. Many people call the Easter holiday the Spring break.

Expect a conclusion justified by direct reference to evidence e.g. Religious festivals have not lost their religious significance as religious people will celebrate them by attending church and thinking about their religious meaning.

Question 3

- (a) What does Source B tell us about the use of church buildings. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: 1 mark per correct point taken from the source, e.g. people get married (1), different parts of the church have different uses (1), people may study there (1).

- (b) Describe Christian teaching about wealth and poverty. [4]

AO1	AO2	AO3	total
4	0	0	4

L1 1 - 2 marks	L2 3 - 4 marks
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:

Level 1 – Expect basic points, e.g. Christians think that you should help poor people, Christians should share their wealth.

Level 2 – Expect a description, e.g. Christians believe that all people are equal, that wealth in itself is not a bad thing as it can do good – it should be shared, that the love of money is a problem, they are not encouraged to store up wealth, may give examples of Bible teachings e.g. ‘Love your neighbour as yourself’, ‘It is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of God’.

- (c) Explain how a Christian individual or organisation works to overcome poverty. Use an example you have studied. [6]

AO1	AO2	AO3	total
2	4	0	6

L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
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: e.g. Christian Aid

Level 1 – Expect description or very basic explanation, e.g. Christian Aid raises money and helps people living in poor countries.

Level 2 – Expect description and explanation with some elaboration, e.g. Christian Aid works in some of the poorest countries in the world helping people to gain a better standard of living, may refer to different types of aid or a project that they have studied.

Level 3 – Expect a detailed account, e.g. During Christian Aid week money is collected from people in the UK. Christian Aid aims to work with local people to help them to gain a better standard of living. They set up schemes to help people to learn new skills and to make good use of their land so that the people can have a better standard of living in the long term. Expect reference to different types of aid and/or a specific project.

- (d) 'Christian teachings about sex and marriage are totally out of date'. To what extent do you agree with the 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:

Level 1 – May agree / disagree with the statement and or give basic points, e.g. Christians should get married / lots of people don't follow Christian teachings.

Level 2 – Expect several points, some with elaboration; description of Christian teachings, e.g. Christians believe marriage is important. Some Christians do not believe in sex before marriage. Some Christians live together without being married. Many people live together without being married. Christian teachings are old, the modern world is different. Expect a conclusion supported by simple points, e.g. Christian teachings are out of date because lots of people do not follow them.

Level 3 – Expect a description of beliefs, e.g. marriage is part of God's plan, marriage is the foundation for family life, sex is special, Roman Catholic teaching of no sex before marriage, Church of England acceptance of sex before marriage as a step towards marriage.

Expect a balanced argument:

For:

Many choose to live together before they get married or never get married in the modern world. May refer to teachings on same sex relationships. The way that sex is viewed in the modern world is different than in Bible times. Many marriages end in divorce. Marriage does not bring commitment.

Against:

Many people get married and think this is a good basis for family life, marriage is a life-long commitment, marriage vows show that Christian marriage is a caring relationship.

Expect a conclusion justified with direct reference to evidence, e.g. Christian teachings are not out of date as they provide the guidance for a strong and committed relationship/the Roman Catholic teaching that there should be no sex before marriage is out of date because in the modern world it is common for couples to live together without being married.

GCSE Humanities

4323/02 - CHRISTIANITY & JUDAISM

SECTION A

Question 1

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

AO1	AO2	AO3	total
1	0	1	2

Point marking: Tzedakah is a Hebrew word that is translated into English as 'charity' (1). It is seen as an essential part (1) of being a good Jew (1). [4]

- (b) Use Source B **and your own knowledge** to describe the work of organisations like World Jewish Relief. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Likely to give 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:

From the source, it may be expected that candidates will see that charities help around the world. They may point out that people can be helped in developed countries as well as those that are less developed. Families are given shelter. Charities help after natural disasters. People are put into emergency accommodation and given what they need to survive.

From their own knowledge, candidates may refer to examples of emergency aid in less developed countries. Reference to medium and long-term aid should also be credited.

(c) Describe other ways Jews can help fight inequality.

[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:

Jews can donate money and take part in charitable activities. One of the most important aspects of fighting inequality is tzedakah. It is charity. It is often aimed at the poor. Inequality is a broader issue and can affect people of all status. Gemilut hasadim ('the giving of loving-kindness') can help anyone in difficulty and it is a mitzvah (commandment) and includes such acts as clothing and feeding those in need whatever their status. Therefore, Jews can provide a range of support for fighting inequality

(d) Explain Christian attitudes to different types of family, such as one-parent families. [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 / teachings.

Indicative content:

Jesus' teaching on divorce is clear: he is against it (Luke 16:18 and Mark 10:2-12). It is, therefore, understandable that some Christians will not approve of divorce. However, Jesus' overriding message is one of forgiveness. "Let he who is without sin cast the first stone" he states in the Gospel of John. The Beatitudes reinforce this message of understanding. If this is the case, many Christians nowadays take a more subtle line and support families going through difficulties. If a family separates, they understand there are usually very good reasons for it and that it is a last resort.

Other types of family meet with different attitudes too. For example, the Old Testament seems to condemn homosexuality outright, but this does not sit well with the golden rule of loving your neighbour as yourself. The best answers will recognise this dilemma but may use different examples.

- (e) Use the opinions **and your own knowledge** to explain why Jews today may have a range of attitudes about marriage.. [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 may paraphrase 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:

The best answers may recognise the fact that both opinions state a preference for marrying within the Jewish religion. Orthodox Jews see marriage as a commandment. It is the only way in which to bring up Jewish children, with the mother and father having distinct, but theoretically equally important roles. It is the only way of advancing the religion. An Orthodox many will see it as his duty to marry a Jewish woman, as only children born to a Jewish mother are considered Jewish by Orthodoxy. Reform Jews are more lenient in their definition of who is a Jew. Conversion is easier, therefore, marrying a Gentile is not seen as being such a problem. Choice of partner will, generally, be left more to the individual with less pressure to conform to the mores of the faith. Apart from in Israel, Jews are always a religious minority and this makes it harder to find a spouse from the same religion.

- (f) 'A religious person should always put faith before family'. 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 faith may be used as an example in this question but expect Christianity and Judaism. Do not expect candidates to necessarily follow the scaffold.

Good answers may well point out that, for many of deep religious faith, the idea of their family and religion are inseparable. This would certainly apply to Orthodox Judaism. Having children is seen as a commandment. Family life and religious life intertwine and support each other.

Religion can provide support for families going through hard times. Equally, some candidates may point to the tradition of celibacy in the Catholic Church where the emphasis is on clergy to be 'married' to the Church and to dedicate their lives to the service of God. The same would apply to monks and nuns. Indeed, there is a long tradition of single members of religious communities teaching and doing missionary work overseas. If they had families, it might be argued that this would be more difficult.

Religion is often seen as personal redemption for a life in the hereafter but that can only come through one's actions towards others in most cases. Prolonging and growing the religion by becoming a loving parent could be seen as mutually beneficial. The best answers will consider both sides of the argument.

SECTION B

Question 2

- (a) What does Source A tell us about the celebration of Easter? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: There is more than one clergy member (1). There is a choir (1). The church is specially decorated (1). There are candles and offerings of food (1) at the front of the altar.

- (b) Describe how Jews celebrate Passover. [2]

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:

Passover lasts for seven days in the springtime. Four days are holy days on which Jews are not expected to work. The festival starts with children by playing *bedikat chametz*. This is where they hunt for ten pieces of leaven (usually bread) as part of the process of clearing the house of all foodstuffs that can make food rise. Neighbours are given any food that has such materials in it if they are not Jewish. A special meal called the *seder* (order) is eaten where the youngest person present will ask the oldest person present four questions that will help recount the events of Passover. The meal has symbolic foods on the *seder* plate such as the lamb shank bone which represents the lamb sacrifice. Special services are held at the synagogue. People wear their best clothes, candles are lit and there are readings from the Torah.

This is not a question asking candidates to describe what happened at Passover.

- (c) Why has attendance at Christian worship declined? [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:

Britain is becoming increasingly secular in nature. This is mainly with reference to the mainstream churches such as the Church of England. The church has declined in popularity as it is no longer seen as an obligation to go to church. People have other activities on a Sunday, and many others work. Christianity is no longer the only large religion practiced in the UK and the combination of more choice and openness may have had an effect. Many people would say they are Christian and may have been baptised and married in a church but they will only attend a service for purposes of 'hatch, match or despatch'.

- (d) 'A funeral service is more important than any other religious ceremony'. 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 faith may be used as an example in this question but expect Christianity and Judaism. Do not expect candidates to necessarily follow the scaffold.

Candidates may argue that all rites of passage are equally important and this is a valid argument if backed up with relevant points. One approach might be pointing out that the Catholic Church sees baptism as essential in order to protect children from original sin. Many religions see religious marriage as the only situation where having children is appropriate. An argument can also be made for the fact that if the person who is buried has led a bad life, there is little a funeral can do to help. If the person was not religious the same point may also be valid.

Arguments for the statement might consider that a funeral is the occasion when the deceased is remembered by family and friends, so providing a valuable chance to mourn in appropriate surrounding such as a church. Most religions have strict burial traditions which can help those in mourning through a difficult time and the idea that the deceased will be with them in some way or going to a better place with a religious blessing to 'send them on their way' can be seen as very important.

Question 3

- (a) What does Source B tell you about how the Bible can be used? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: It can be used in study/education (1) worship (1) prayer (1).

- (b) List **four** of the Ten Commandments [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Explanation	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.

Credit each accurate response with one mark.
Maximum Level 1 if the list is not accurate.

Indicative content:

1. You shall have no other gods.
2. You shall not make any graven images.
3. You shall not take the name of the Lord your God in vain.
4. Keep the Sabbath day holy.
5. Honour your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not bear false witness against your neighbour.
10. You shall not covet your neighbour's wife or his goods.

- (c) Explain why a church 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.	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:

It is a place where they can come together to worship. It often has broader facilities for the community, so scouts, guides, coffee mornings and other secular activities can take place there. Advice and support can be sought from the priest and other parish members. Good answers may also point out that the church is a body of people as well as a physical location.

- (d) 'A belief in life after death is the best reason for following a religion'. 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 faith may be used as an example in this question but expect Christianity and Judaism. Do not expect candidates to necessarily follow the scaffold.

Good answers will provide a balance for the question. Some candidates may point out that this could be perceived as a little cynical and that God would be liable to see through an individual's motives! Other points that might be raised are that all religions need to be followed for a lifetime or that a conversion must be genuine for any chance of a life with God. Others might point out that some religions believe in different forms of reincarnation. It may also be noted the monotheistic faiths tend to guarantee a life after death. It is just that if one has not led a good life that this eternal life may not be that agreeable! The definition of what is a good religious life is also valid as is the different kind of reincarnation an individual might experience, depending on the life they have led.

GCSE Humanities

4323/03 CHRISTIANITY & ISLAM

SECTION A

Question 1

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

AO1	AO2	AO3	total
1	0	1	2

Point marking: Zakah is the third pillar of Islam (1). It is the giving of 2.5% of your disposable income (1) to those in need.

- (b) Use Source B **and your own knowledge** to describe the work of the Red Crescent. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Likely to give 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:

From the source, it may be expected that candidates will see that charities help around the world. Charities help after natural disasters such as floods. Reference might be made to the ease with which a donation can be made via a text message.

From their own knowledge, candidates may refer to examples of emergency aid in less developed countries. Reference to medium and long-term aid should also be credited.

(c) Describe other ways Muslims can help fight inequality.

[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:

Muslims can donate money and take part in charitable activities. There are symbolic ways in which Muslims help fight inequality. At an aqiqah ceremony an animal may be sacrificed and some of the meat is shared with the poor. Prayers can be held at the mosque. Muslim charities like the Red Crescent and Islamic Relief help those in need regardless of their religion. Some Muslims may undertake a jihad (struggle) against inequality by acting on their own initiative to help those in need.

(d) Explain Christian attitudes to different types of family such as one-parent families. [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 / teachings.

Indicative content:

Jesus' teaching on divorce is clear: he is against it (Luke 16:18 and Mark 10:2-12). It is, therefore, understandable that some Christians will not approve of divorce. However, Jesus' overriding message is one of forgiveness. "Let he who is without sin cast the first stone" he states in the Gospel of John. The Beatitudes reinforce this message of understanding. If this is the case, many Christians nowadays take a more subtle line and support families going through difficulties. If a family separates, they understand there are usually very good reasons for it and that it is a last resort.

Other types of family meet with different attitudes too. For example, the Old Testament seems to condemn homosexuality outright, but this does not sit well with the golden rule of loving your neighbour as yourself. The best answers will recognise this dilemma but may use different examples.

- (e) Use the opinions **and your own knowledge** to explain why Muslims today may have a range of attitudes about marriage. [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 may paraphrase 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:

There is a recognition of the fact that being brought up in Britain, a non-Muslim country, has had an impact on the way in which the person in opinion B has reacted to life here. The best answers may point out that many Muslims may end up marrying another Muslim out of choice with no parental influence. Some may raise the issue of forced marriages. Opinion A is very much focussed on the religious aspects of life. Opinion B is very secular in approach. Own knowledge could include the pressures of living in a non-Muslim country and how this might impact on attitudes towards marriage.

- (f) 'A religious person should always put faith before family'. 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: Indicative content:

Any faith may be used as an example in this question but expect Christianity and Islam. Do not expect candidates to necessarily follow the scaffold.

Good answers may well point out that, for many of deep religious faith, the idea of their family and religion are inseparable. This would certainly apply to strict Muslims.

Religion can provide support for families going through hard times. Equally, some candidates may point to the tradition of celibacy in the Catholic Church where the emphasis is on clergy to be 'married' to the Church and to dedicate their lives to the service of God. The same would apply to monks and nuns. Indeed, there is a long tradition of single members of religious communities teaching and doing missionary work overseas. If they had families, it might be argued that this would be more difficult.

Religion is often seen as personal redemption for a life in the hereafter but that can only come through one's actions towards others in most cases. Prolonging and growing the religion by becoming a loving parent could be seen as mutually beneficial. The best answers will consider both sides of the argument.

SECTION B

Question 2

- (a) What does Source A tell us about the celebration of Easter? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: There is more than one clergy member (1). There is a choir (1). The church is specially decorated (1). There are candles and offerings of food (1) at the front of the altar.

- (b) Describe how Muslims celebrate Eid ul Fitr. [2]

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:

*Eid ul Fitr happens at the end of the month of Ramadan. Muslims celebrate the end of thirty days of fasting during daylight. Special prayers are held at the mosque. Some Muslims go to the mosque for a retreat for up to ten days before the end of the festival. A celebration is held and people start eating and drinking in the daytime again. Best clothes are worn. Parties are held. Presents are exchanged. **This is not a question about Ramadan.***

- (c) Why has attendance at Christian worship declined? [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:

Britain is becoming increasingly secular in nature. This is mainly with reference to the mainstream churches such as the Church of England. The church has declined in popularity as it is no longer seen as an obligation to go to church. People have other activities on a Sunday, and many others work. Christianity is no longer the only large religion practiced in the UK and the combination of more choice and openness may have had an effect. Many people would say they are Christian and may have been baptised and married in a church but they will only attend a service for purposes of 'hatch, match or despatch'.

- (d) 'A funeral service is more important than any other religious ceremony'. 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 faith may be used as an example in this question but expect Christianity and Judaism. Do not expect candidates to necessarily follow the scaffold.

Candidates may argue that all rites of passage are equally important and this is a valid argument if backed up with relevant points. One approach might be pointing out that the Catholic Church sees baptism as essential in order to protect children from original sin. Many religions see religious marriage as the only situation where having children is appropriate. An argument can also be made for the fact that if the person who is buried has led a bad life, there is little a funeral can do to help. If the person was not religious the same point may also be valid.

Arguments for the statement might consider that a funeral is the occasion when the deceased is remembered by family and friends, so providing a valuable chance to mourn in appropriate surrounding such as a church. Most religions have strict burial traditions which can help those in mourning through a difficult time and the idea that the deceased will be with them in some way or going to a better place with a religious blessing to 'send them on their way' can be seen as very important.

Question 3

- (a) What does Source B tell you about how the Bible can be used?. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: *It can be used in study/education (1) worship (1) prayer (1).*

- (b) Describe any **two** of the five pillars of Islam. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Explanation	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:

1. *Shahadah - declaration of faith.*
2. *Salah - prayer five times a day.*
3. *Zakah - giving 2.5% of disposable income to charity.*
4. *Saum - fasting during the month of Ramadan.*
5. *Hajj - pilgrimage to Makkah once in a Muslim's life, money and health permitting.*

- (c) Explain why a church 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.	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:

It is a place where they can come together to worship. It often has broader facilities for the community, so scouts, guides, coffee mornings and other secular activities can take place there. Advice and support can be sought from the priest and other parish members. Good answers may also point out that the church is a body of people as well as a physical location.

- (d) 'A belief in life after death is the best reason for following a religion'. 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 faith may be used as an example in this question but expect Christianity and Islam. Do not expect candidates to necessarily follow the scaffold.

Good answers will provide a balance for the question. Some candidates may point out that this could be perceived as a little cynical and that God would be liable to see through an individual's motives! Other points that might be raised are that all religions need to be followed for a lifetime or that a conversion must be genuine for any chance of a life with God. Others might point out that some religions believe in different forms of reincarnation. It may also be noted the monotheistic faiths tend to guarantee a life after death. It is just that if one has not led a good life that this eternal life may not be that agreeable! The definition of what is a good religious life is also valid as is the different kind of reincarnation an individual might experience, depending on the life they have led.

GCSE Humanities

4323/04 CHRISTIANITY & HINDUISM

SECTION A

Question 1

- (a) Use Source **and your own knowledge** to describe how Hindus can help fight poverty. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: Hindus can give money to charity (1). They can pray (1). They may provide facilities such as free medicine (1) and farming implements (1).

- (b) Use Source B **and your own knowledge** to describe the work of Hindu charities. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Likely to give 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:

From the source, it may be expected that candidates will see that charities help around the world. Charities help after natural disasters such as earthquakes. Reference might be made to the ease with which a donation can be made online.

From their own knowledge, candidates may refer to examples of emergency aid in less developed countries. Reference to medium and long-term aid should also be credited.

- (c) Describe other ways Hindus can help fight inequality. [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:

Hindus can donate money and take part in charitable activities. Giving does not have to be financial. A struggle for the rights of others and ensuring that those less fortunate can be free from fear is a powerful way of fighting inequality. Helping people undertaking a pilgrimage can count too. Credit other relevant responses.

- (d) Explain Christian attitudes to different types of family such as one-parent families. [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 / teachings.

Indicative content:

Jesus' teaching on divorce is clear: he is against it (Luke 16:18 and Mark 10:2-12). It is, therefore, understandable that some Christians will not approve of divorce. However, Jesus' overriding message is one of forgiveness. "Let he who is without sin cast the first stone" he states in the Gospel of John. The Beatitudes reinforce this message of understanding. If this is the case, many Christians nowadays take a more subtle line and support families going through difficulties. If a family separates, they understand there are usually very good reasons for it and that it is a last resort.

Other types of family meet with different attitudes too. For example, the Old Testament seems to condemn homosexuality outright, but this does not sit well with the golden rule of loving your neighbour as yourself. The best answers will recognise this dilemma but may use different examples.

- (e) Use the opinions **and your own knowledge** to explain why Muslims today may have a range of attitudes about marriage. [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 may paraphrase 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:

There is a recognition of the fact that being brought up in Britain, which is not a Hindu country, has had an impact on the way in which the person in opinion B has reacted to life here. The best answers may point out that many Hindus may end up marrying another Hindu out of choice with no parental influence. Some may raise the issue of forced marriages. Opinion A is very much focussed on the religious aspects of life. Option B is very secular in approach. Own knowledge could include the pressures of living in a non-Muslim country and how this might impact on attitudes towards marriage.

- (f) 'A religious person should always put faith before family'. 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 faith may be used as an example in this question but expect Christianity and Hinduism. Do not expect candidates to necessarily follow the scaffold.

Good answers may well point out that, for many of deep religious faith, the idea of their family and religion are inseparable. This would certainly apply to strict Hindus.

Religion can provide support for families going through hard times. Equally, some candidates may point to the tradition of celibacy in the Catholic Church where the emphasis is on clergy to be 'married' to the Church and to dedicate their lives to the service of God. The same would apply to monks and nuns. Indeed, there is a long tradition of single members of religious communities teaching and doing missionary work overseas. If they had families, it might be argued that this would be more difficult.

Religion is often seen as personal redemption for a life in the hereafter but that can only come through one's actions towards others in most cases. Prolonging and growing the religion by becoming a loving parent could be seen as mutually beneficial. The best answers will consider both sides of the argument.

SECTION B

Question 2

- (a) What does Source A tell us about the celebration of Easter? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: There is more than one clergy member (1). There is a choir (1). The church is specially decorated (1). There are candles and offerings of food (1) at the front of the altar.

- (b) Describe how Hindus celebrate Diwali. [2]

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:

Diwali is the festival of light. It lasts for five days in October or November. It involves lights and fireworks. It is a favourite of children. Sweets and gifts are exchanged. Many Hindus offer prayers to Lakshmi, the goddess of wealth. New business deals are started. Homes may be redecorated and new clothes bought.

- (c) Why has attendance at Christian worship declined? [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:

Britain is becoming increasingly secular in nature. This is mainly with reference to the mainstream churches such as the Church of England. The church has declined in popularity as it is no longer seen as an obligation to go to church. People have other activities on a Sunday, and many others work. Christianity is no longer the only large religion practiced in the UK and the combination of more choice and openness may have had an effect. Many people would say they are Christian and may have been baptised and married in a church but they will only attend a service for purposes of 'hatch, match or despatch'.

- (d) 'A funeral service is more important than any other religious ceremony'. 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:

Any faith may be used as an example in this question but expect Christianity and Hinduism. Do not expect candidates to necessarily follow the scaffold.

Candidates may argue that all rites of passage are equally important and this is a valid argument if backed up with relevant points. One approach might be pointing out that the Catholic Church sees baptism as essential in order to protect children from original sin. Many religions see religious marriage as the only situation where having children is appropriate. An argument can also be made for the fact that if the person who is buried has led a bad life, there is little a funeral can do to help. If the person was not religious the same point may also be valid.

Arguments for the statement might consider that a funeral is the occasion when the deceased is remembered by family and friends, so providing a valuable chance to mourn in appropriate surrounding such as a church. Most religions have strict burial traditions which can help those in mourning through a difficult time and the idea that the deceased will be with them in some way or going to a better place with a religious blessing to 'send them on their way' can be seen as very important.

Question 3

- (a) What does Source B tell you about how the Bible can be used? [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: It can be used in study/education (1) worship (1) prayer (1).

- (b) Describe the Vedas. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1 - 2 marks	L2 3 - 4 marks
Explanation	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: They are the most religious texts written between two to three thousand years ago. For hundreds of years, the Vedas were handed down orally. They are sometimes called 'shruti' (hearing) because of this. They are made up of four compositions, including the Upanishads.

- (c) Explain why a church 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.	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:

It is a place where they can come together to worship. It often has broader facilities for the community, so scouts, guides, coffee mornings and other secular activities can take place there. Advice and support can be sought from the priest and other parish members. Good answers may also point out that the church is a body of people as well as a physical location.

(d) 'A belief in life after death is the best reason for following a religion'.

[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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Indicative content:

Any faith may be used as an example in this question but expect Christianity and Hinduism. Do not expect candidates to necessarily follow the scaffold.

Good answers will provide a balance for the question. Some candidates may point out that this could be perceived as a little cynical and that God would be liable to see through an individual's motives! Other points that might be raised are that all religions need to be followed for a lifetime or that a conversion must be genuine for any chance of a life with God. Others might point out that some religions believe in different forms of reincarnation. It may also be noted the monotheistic faiths tend to guarantee a life after death. It is just that if one has not led a good life that this eternal life may not be that agreeable! The definition of what is a good religious life is also valid as is the different kind of reincarnation an individual might experience, depending on the life they have led.



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