



# **GCSE MARKING SCHEME**

**HUMANITIES**

**SUMMER 2014**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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.

		<b>Page</b>
4321/01	People & Environments	1
4321/02	Patterns and Places	8
44322/01	UK 1939-1974	15
4322/02	The USA 1945-1975	25
4323/01	Christianity and Contemporary Lifestyles	35
4323/02	Christianity and Judaism	49
4323/03	Christianity and Islam	56
4323/04	Christianity and Hinduism	63

# GCSE Humanities

## 4321/01 PEOPLE AND THEIR ENVIRONMENTS

### SECTION A

#### Question 1

- (a) Use source A to describe the cost of flood management in the UK between 1996 and 2010. [2]

AO1	AO2	AO3	total
0	0	2	2

*Point marking: costs have risen (1) from £420 million to £740 million, (1)Credit use of figures/ reference to anomalies e.g. 2006-2008 fall (1)*

- (b) Describe two disadvantages of building dams [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 elaboration.  Elaboration of more than one points needed to gain 4 marks

*Indicative content: For L1, basic description of some of the disadvantages of building dams such as cost, flooding large areas of land etc.*

*L2, the candidate should elaborate eg loss of habitats, people forced to move, other solutions are cheaper. Elaboration of **two** disadvantages for 4 marks.*

- (c) Explain why river pollution affects the quality of people's lives. [4]

AO1	AO2	AO3	total
3	1	0	4

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

*Indicative content: For Level 1: Simple statements about consequences such as killing fish or other water life, effect on people's health / jobs etc. For L2 there must be some elaboration of a point such as linking an environmental impact to its effect on the quality of human life.*

- (d) Describe how deforestation can affect the way water flows through a drainage basin. [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.	Description with some accuracy and elaboration	Valid and detailed description which is applied to the context of the question.

*Indicative content: For L1 the candidate will give a basic list of pathways such as groundwater flow etc. or talk about water getting into rivers quickly / slowly with no link to the pathways. Max 1 mark for trees blocking the river.*

*L2 is the highest level a candidate can achieve without linking pathways to deforestation. Elaboration will link different pathways or processes together such as infiltration and groundwater flow e.g. deforestation means less roots to break up the soil so there will be less infiltration leading to more overland flow (4 marks).*

*L3 the candidate will give a full description of how deforestation affects the water cycle in a drainage basin by using at least 2 effects on pathways.*

- (e) Use source C and your own knowledge to explain why hosepipe bans are more common in the South East of England. [6]

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.	Explanation with some accuracy and elaboration	Valid and detailed explanation with more than one example of elaboration.

*Indicative content: For L1 the candidate may simply refer to less rain or more people in the South East. L2 the candidate's answer will begin to offer simplistic reasons for less rainfall / lack of stored water / high demand. Valid points may include advantages to farming, industry etc., lack of relief rainfall, difficulty in building reservoirs etc.*

*L3 More than one of these strands will be explained and elaborated upon.*

- (f) “Urbanisation is the main reason why flood damage is increasing in the UK.” To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> 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: Urbanisation can cause increases in flood damage by impermeable ground reducing infiltration and causing more overland flow which increases the chances of floods. More floods = more damage. Drains also allow rain water to travel to rivers quicker. Population growth, demand for larger houses, lack of appropriate land for building means more people may live in ‘at risk’ areas on flood plains etc.*

*Alternatives could include deforestation\* (less transpiration and storage / roots allow better infiltration), farm machinery compacting ground (less infiltration), changing weather patterns causing higher or more concentrated rainfall and or temperature changes.*

*For 7/8 marks there must be a judgement from the candidate to whether they agree / disagree with the statement and reasons why.*

*\*linking this with urbanisation could be used by candidate to strengthen agreeing with the statement.*

## SECTION B

### Question 2

- (a) What does source A show us about the traditional lifestyle of a tropical rainforest tribe? [2]

AO1	AO2	AO3	total
0	0	2	2

*Points marking: Credit use of photograph to make two statements or one elaborated statement.*

*Live in small settlements (1) communal buildings (1) made from local materials (1) in a small clearing (1).*

- (b) Describe how tourism can help to conserve tropical rainforests. [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 or with elaboration.  Elaboration of more than one points needed to gain 4 marks.

*Indicative content: for Level 1 money earned from tourism spent on preserving the rainforests. For Level 2 expect specific examples (elaboration). Further answers could include money being earned without destroying the environment, local culture being preserved, provide employment for locals etc.*

- (c) Explain why the tropical rainforest climate is both hot and wet. [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: for L1 Candidates will give simple explanations such as it raining every day or them being close to the equator.*

*L2 the candidate will explain in detail either heat or rainfall OR both in less detail.*

*L3 both will be explained in detail using any or all of the following – angle of the sun / role of vegetation / inter-tropical convergence zone etc.*

(d) “Big business is the main cause of rainforest destruction.” How far do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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*Indicative content: Big business such as mining, logging, plantations etc. affecting rainforests through deforestation for space and infrastructure that is needed. Elaboration could include mining and water pollution, logging and destruction of surrounding trees to get at the one required, plantations and soil degradation etc.*

*The candidate may refer to other activities being small scale and so not causing much damage and the use of sustainable techniques such as shifting agriculture etc. This should be credited up to L2 (possibly 6 marks with an excellent conclusion) BUT for top marks the candidate should identify that, although small scale, there are millions of them and so their effects are, in fact huge. Many farmers are unskilled at preserving soil and are forced, each year to destroy another area.*

*For 7/8 marks there must be a judgement from the candidate as to whether they agree / disagree with the statement and reasons why.*

### Question 3

- (a) Use source A to describe how farming in the UK has changed over the last 60 years. [2]

AO1	AO2	AO3	total
0	0	2	2

*Points marking: Credit use of photographs to make two simple statements or one elaborated statement. Credit changes to machinery (1) example of machinery eg tractors (1) , size of fields (1), hedgerow loss (1), smaller workforce (1).*

- (b) Describe the main features of organic farming. [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.  Elaboration of more than one points needed to gain 4 marks.

*Indicative content: Simple statements would include not using chemical fertilisers and pesticides whilst elaboration might be describing alternatives such as ladybirds to eat pests, crop rotation etc. Other features could include no GM crops, no antibiotics used to treat animals etc. Elaboration can include organic farming is more expensive because they don't benefit from economies of scale.*

- (c) Explain why there are different views about the growing of Genetically Modified (GM) crops in the UK. [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: L1 simple, generic description of problems or benefits.  
L2 can be achieved with elaboration of these points for 3 marks.  
Both benefits and problems needed for 4 marks.  
L3 needs reference to the people and why they hold these views.*



(d) “Farmers today in the UK have a responsibility to look after the countryside.” How far do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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*Indicative content: A range of ways farmers can conserve wildlife and protect or look after the countryside is given with elaboration or more detailed explanation for higher levels e.g. managing land to keep traditional character, organic farming, dry stone wall and hedgerows, fallow land etc.*

*Similarly, views on why cheap food is beneficial and / or demanded by the consumers are considered with elaboration for higher levels e.g. keeping household budgets low, self-reliance etc.*

*For L3 there must be a judgement made by the candidate as to how far they agree with the statement referring to both sides.*

# GCSE Humanities

## 4321/02 PATTERN AND PLACE

### SECTION A

#### Question 1

- (a) What does source A tell you about the levels of air pollution in London in 2008? [2]

AO1	AO2	AO3	total
0	0	2	2

*Point marking: Any two relevant points from source: e.g. mostly in the centre/cbd/less on the outside/suburbs (1 mark, do not credit both), high levels along major roads (1), (1); other named areas (1) very low in east / south east (1) lower in the suburbs / urban-rural fringe (1).*

- (b) Describe two possible solutions to the problems caused by traffic in large cities. [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 with elaboration and more than one accurate point. Elaboration of more than one point needed to gain 4 marks.

*Indicative content: e.g. reducing the number of vehicles through: park & ride schemes, congestion charging, road tolls, increased parking charges, by-passes, etc. Credit injuries as a problem.*

*L2 elaboration of these points or use of case studies (e.g. London, Oxford, ). Also credit lower taxes for low emission/hybrid/ electric vehicles etc. and/or advertising/encouragement greater use of public transport. **Two** solutions elaborated for 4 marks.*

- (c) Explain why the quality of life in inner city areas is often poor. [4]

AO1	AO2	AO3	total
3	1	0	4

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

*Indicative content: Indicative content: Examples of valid reasons may include: poor quality housing; (small/old/lacking modern amenities, etc.); higher pollution levels; air noise pollution; higher crime levels; perceptions; etc.*

*For L2 there must be some link/explanation of how these affect the quality of life.*

- (d) Describe the advantages and disadvantages of living in the outer suburbs of a major city.  
In your answer you should refer to places you have studied. [6]

AO1	AO2	AO3	total
3	3	0	6

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

*Indicative content: For L1 this will often be little more than simple statements & opposites to previous question and may be excessively one-sided e.g. larger/better quality/more modern housing, less crime, less pollution.*

*L2 will show greater elaboration of advantages and give more balanced answer e.g. disadvantages may include need to commute further, travel costs, etc.*

*L3 must include advantages **and** disadvantages and will provide specific details from actual examples.*

- (e) Use source C and your own knowledge to explain why there are different rates of urbanisation in LEDCs and MEDCs. [6]

AO1	AO2	AO3	total
2	2	2	6

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

*Indicative content: At L1 may be limited to simple description e.g. slower growth but higher levels in MEDC (and vice versa forLEDC), may give amounts/dates from source.*

*L2 answers will begin to offer simplistic reasons for differences e.g. mostly rural-urban migration in LEDCs, more urban-rural migration in MEDCs, etc. Response must refer to the different rates for 4 marks.*

*L3 answers explain reasoning for the dominant trends in both MEDCs and LEDCs Response uses detail from the graph*

- (f) “The best solution to the problem of shanty towns and squatter settlements is for the city authorities to force the people back to rural areas and bulldoze the buildings.”  
To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
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*Indicative content: At L1 variety of simple problems/alternative methods are described, e.g. people will have nowhere to live, giving people money to build better houses, add amenities, sanitation etc.*

*L2 there may be a more considered response e.g. realisation that people will just return, the work of other governmental and NGO groups in providing improved services, improvement schemes, as well as self-help schemes.*

*L3 there may be some consideration of impact on rural areas if statement followed as well as recognition of the value of the population to the economic well-being of the city.*

## SECTION B

### Question 2

- (a) Use source A to describe the distribution of tropical storms. [2]

AO1	AO2	AO3	total
0	0	2	2

*Points marking: Any two relevant points from source e.g. in tropical areas/close to (but not on) the equator (1); credit elaboration of named ocean areas (1) credit latitude reference (1) credit description of storm track (1).*

- (b) Describe the impact of hurricanes on people's lives. [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.  Elaboration of more than one point needed to gain 4 marks.

*Indicative content: Simple statements taken from source or own knowledge for lower level e.g. collapsed/damaged buildings, injuries & deaths, disruption to transport, business, work etc. Credit inconvenience of evacuation. Elaboration of these points or use of case studies for higher level e.g. Katrina etc.*

- (c) Using examples that you have studied, explain why it can be difficult to protect people from the effects of hurricanes. [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: L1 candidates may make simple, generic statements such as weather forecasts, hurricane warnings, protection of buildings, evacuation, hurricane plans etc. L2 Explanations are still generic. There will be explanation as to why such protection failed. L3 candidates will give a detailed explanation of the various methods of hurricane protection measures based on specific actual examples.*

- (d) “We cannot predict where or when an earthquake will strike.”  
To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
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*Indicative content: The responses may focus on where an earthquake may occur and/or when it will occur. Predicting location is more reliable than predicting when. The various methods of prediction are given (seismic monitoring, creep meters, wildlife observations, historical data etc.) with elaboration at higher levels as to their effectiveness. For higher levels there should be a range of ways to predict quakes with an evaluation as to their usefulness. This should be linked to how far they agree/disagree with the statement for L3.*

### Question 3

- (a) Use source A to describe the global pattern of CO<sub>2</sub> emissions. [2]

AO1	AO2	AO3	total
0	0	2	2

*Points marking: Reserve one mark for reference to global pattern: uneven (1) more in MEDCs (1) more in northern hemisphere (1)  
Credit one mark for specific use of the map: names continents or particular countries (1),  
Do not credit 'above the Equator'*

- (b) Describe how people in the UK might reduce their carbon footprint. [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.  Elaboration of more than one point needed to gain 4 marks.

*Indicative content: Simple descriptive statements might include recycling, car share, reducing energy use in the home, installing solar panels, better insulation etc.  
L2 Elaboration of these methods eg car share means less cars on the road to give off CO<sub>2</sub> / recycling uses less energy than manufacturing new products. Elaboration of more than one way of reducing the carbon footprint is needed for 4 marks.*

- (c) Explain why some people feel that nuclear power is the best way to reduce the UK's CO<sub>2</sub> emissions. [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: L1 candidates may make simple, generic statements such as availability/lifespan of fuel, lack of CO<sub>2</sub> emissions, etc. with little or no elaboration/explanation.  
L2 some simple generic explanation/ exemplification of these points.  
L3 candidates will give a detailed explanation, They will either compare nuclear to other ways of reducing CO<sub>2</sub> emissions OR they will discuss the concerns of some groups of people eg questions regarding safety etc.*

- (d) “Human activity cannot be the only factor causing climate change”.  
To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
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*Indicative content: A range of causes for climate change is given e.g. burning of fossil fuels, increased CO<sub>2</sub> emissions, leading to enhanced greenhouse effect and/or explanation of this etc. with elaboration/more detailed explanation of these at higher levels. Similarly, alternative views on climate change are considered (natural variability, orbital variation, sun spot activity etc.) with elaboration at higher levels. For L3 there must be a judgement made by the candidate as to how far they agree/disagree with the statement with explanation/reasons for their choice.*



**GCSE Humanities**  
**4322/01 UK, 1939-74**

**SECTION A**

**Question 1**

- (a) Give **two** ways in which the government ensured there was enough food during the Second World War. [2]

AO1	AO2	AO3	total
1	1	0	2

*Points marking:*

*“Dig for Victory” campaign to encourage people to grow their own food (1) rationing (1) designed to reduce food waste/encourage people to use food available more effectively (1) Relevant points from own knowledge **should be credited.***

- (b) Describe what the government did to keep up morale in the Second World War. [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:*

*Poster campaigns to keep up people’s spirits (“Keep Calm” etc).*

*Rousing speeches by PM Winston Churchill. Censorship of all media by the Ministry of Information to ensure that the correct messages were being passed on to people.*

*Successes in battle were praised and emphasised, whereas less successful events were portrayed in terms of how they showed heroism or courage.*

*Campaigns to get people involved e.g. collecting scrap metal or growing own food.*

(c) How useful is Source B to an historian studying air raid precautions during the Second World War?

[4]

AO1	AO2	AO3	total
2	0	2	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 <b>or</b> origin / purpose.  4 marks for a balanced consideration where the content <u>and</u> origin of the source are discussed.

*Indicative content:*

*Useful, shows a Morrison shelter designed to protect a family in their home.*

*Suggests limitations of the source – e.g. not the more commonly used Anderson shelter, public shelters or the Underground stations; newspaper cartoon making fun of this style of shelter, published in 1941 during/after the Blitz and not what was available to people 1939/40.*

- (d) Explain why the lives of women in the UK changed during the Second World War. [6]

AO1	AO2	AO3	total
3	3	0	6

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

*Indicative content:*

*Women played an increasingly important role as men went away to fight. Supporting the war effort by working in essential war industries like munitions, or in service roles within the military. Government considered their contribution so important that 1941 National Service Act allowed for the conscription of women. The setting up of support mechanisms like day nurseries to support mothers led to a freeing up of the restrictive “housewife” role during and after the war. May consider limitations, that much returned to how it had been after the war – attitudes rather than reality that had changed.*

- (e) Why do sources C and D give different views about the experiences of evacuees? [6]

AO1	AO2	AO3	total
2	0	4	6

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

*Indicative content:*

*Michael Caine has a traumatic experience which he remembers clearly later in life. It is a good anecdote about your earlier life for a film star to include in a book about themselves. History textbook based on evidence and the advantage of hindsight; the author is less likely to be biased or emotionally involved in the topic. Michael Caine’s experience was individual to him. The history book is trying to give an overview of a wide range of different experiences.*

- (f) “The bombing of cities has more impact on the lives of people in the United Kingdom than any other event in the Second World War”. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> 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 – large scale destruction of housing businesses and loss of life in London in particular, but also in other cities like Swansea, Coventry or Liverpool.*

*Outlines other developments, e.g. evacuation, changing role of women, rationing and the improvement of diet, the rise of more socialist ideas leading to the setting up of the welfare state.*

*May point out that impact of bombing was a short term impact but many of other changes, especially those involving changes of attitude, had much longer lasting impact; could also point out trauma of bereavement of relatives killed during fighting abroad.*

*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** problems identified by the Beveridge Report. [2]

AO1	AO2	AO3	total
1	1	0	2

*Points marking: want (ie poverty) (1) ignorance (poor education) (1) idleness (unemployment) (1) disease (illness) (1) squalor (poor living conditions) (1)*  
*Relevant points from own knowledge **should be credited.***

- (b) Describe how the government policy of nationalisation affected industry in the UK after 1945. [4]

AO1	AO2	AO3	total
3	1	0	4

<b>L1</b> 1 - 2 marks	<b>L2</b> 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: Control of trade and finance through the Bank of England; transport through air transport, roads and railways; key industries like coal and gas. Government takes control of certain industries to make them more modern and efficient, as well as improve working conditions.*

(c) Explain why the Labour Party won the General Election of 1945.

[6]

AO1	AO2	AO3	total
3	3	0	6

<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 4 marks	<b>L3</b> 5 - 6 marks
Description.  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: Labour ran effective campaign – linked Conservatives to Depression and unemployment of 1930's. Labour promised to implement Beveridge Report. Army vote crucial – did not want to return to broken promises of 1918. Churchill and Conservatives expected to win election and ran negative campaign – comparing Labour to the Gestapo. Attlee Labour leader good speaker, very experienced, played vital role in coalition government in WW2.*

(d) “Improving health was the most important policy of the Labour government between 1945 and 1951”. How far do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> 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 – NHS a lasting legacy of this Labour government, huge impact on the health of the nation, a concept exported to many countries around the world.

Disagrees-Outlines other developments, e.g. austerity and the need to get the economy back on track; nationalisation and government control over industry; improvements in housing and town planning.

May consider the principles of a welfare state more important than any individual policy.

For 7/8 marks there must be a judgement from the candidate – agrees/disagrees with the statement and reasons why.

### Question 3

- (a) Give **two** examples of civil unrest in Northern Ireland before 1974. [2]

AO1	AO2	AO3	total
1	1	0	2

*Points marking: Catholic Civil Rights Association (1) civil rights marches from 1968 (1) SDLP support (1) Protestant counter protests / Apprentice Boys/ Ulster Defense Association (1) rioting against presence of British troops / interment (1) Bloody Sunday (1) protesters on Londonderry streets (1)*  
*Relevant points from own knowledge **should be credited.***

- (b) Describe how popular music in the UK changed in the 1950s and 1960s. [4]

AO1	AO2	AO3	total
3	1	0	4

	<b>L1</b> 1 - 2 marks	<b>L2</b> 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: exciting new music from America –rock n roll artists like Elvis Presley in the 1950's inspiring British bands like the Beatles and the Rolling Stones, or new fashions in music like the protest song of Bob Dylan, modern music like the Who, psychedelic music like Pink Floyd.*



(c) Explain why the lives of women in the UK changed in the 1950s and 1960s.

[6]

AO1	AO2	AO3	total
3	3	0	6

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

*Indicative content:*

*Changing attitudes, introduction of modern appliances; convenience foods; supermarkets etc. freeing women up from having to be housewives 24/7. Family sizes are smaller and timing more controlled after introduction of 'pill'. Influence of magazines written specifically for women etc. and the rise of the feminist movement. Leading ultimately to legal equality in the 1970s.*

- (d) 'The biggest changes in society in the 1950s and 1960s were in the lives of children'.  
To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> 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 – end of rationing, consumerism and affluence; changes in toys and games that were played as a result; Baby Boomers a dominant group within society by the 1960s.*

*Disagrees-Outlines other developments, e.g. teenage rebellion, liberation of women, permissive society and changing attitudes towards homosexuality and marriage.*

*May distinguish between the changing lives of smaller children growing up in growing affluent families and teens involved in the increasingly independent youth culture.*

*For 7/8 marks there must be a judgement from the candidate – agrees/disagrees with the statement and reasons why.*

# GCSE Humanities

## 4322/02 THE USA, 1945-75

### SECTION A

#### Question 1

- (a) Give **two** ways that the American people responded to the Cuban Missile Crisis in 1962. [2]

AO1	AO2	AO3	total
1	1	0	2

*Points marking:*

*Public nuclear air raid shelters(1), shelters at home (1) panic buying of food / water / fuel (1) following developments on radio / TV (1) increasing support for the government / approval for Kennedy (1) Relevant points from own knowledge **should be credited.***

- (b) Describe the Space Race. [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:*

*A competition for control of space. To demonstrate technological superiority. To demonstrate missile/weapons capability (link to Arms Race). Details might include name checking missions e.g. Apollo XI, or famous astronauts like Yuri Gagarin or Neil Armstrong.*

(c) How useful is Source B to an historian studying the Soviet takeover of Eastern Europe?

[4]

AO1	AO2	AO3	total
2	0	2	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 <b>or</b> origin / purpose.  4 marks for a balanced consideration where the content <u>and</u> origin of the source are discussed.

*Indicative content:*

*Useful e.g. shows the physical division of the city of Berlin between capitalism in the West and Communism in the East; division was considered important to draw in a personal visit from an American president.*

*Suggests limitations of the source – e.g. American publicity photograph/propaganda; limited to one place (Berlin) and one year (1963).*

(d) Explain why the USA lost the Vietnam War.

[6]

AO1	AO2	AO3	total
3	3	0	6

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

*Indicative content:*

*Failure of US weapons and tactics – high tech but indiscriminate, alienating many innocent Vietnamese caught in the crossfire, as well as much support at home; success of Viet Cong weapons and tactics – guerrilla warfare of attrition, winning over the support of the oppressed peasants; role of the media in showing the true horrors of the war and undermining support for it back in the US; Nixon’s use of the idea of “peace with honour” as his election slogan leading to the cheaper but equally ineffective policy of Vietnamisation.*

(e) Why do sources C and D give different views about why the USA was involved in the Vietnam War? [6]

AO1	AO2	AO3	total
2	0	4	6

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

*Indicative content:*

*Lyndon Johnson is making a speech during a critical moment at the beginning of the escalation of the conflict in Vietnam; he is telling the audience of American students that America is involved for a good reason – to defend South Vietnamese independence; it is a propaganda exercise to win over the American people to support the war.*

*The author of the GCSE History textbook are trying to use the advantage of hindsight and the vast array of sources of information at their disposal to give an unbiased explanation for American involvement in the Vietnam War, they are using the evidence of what actually happened to produce their explanation.*

(f) "The Cuban Missile Crisis was the most serious crisis of the Cold War". To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> 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 – brinkmanship and the threat of a conflict that could quickly escalate into global nuclear war/mutually assured destruction.*

*Disagrees - Outlines other developments, e.g. Berlin Airlift/Berlin Wall, Vietnam War, Arms Race and explains how they could have turned the Cold War in a "Hot" war.*

*May argue that Cuban Crisis was significant because it leads to the lessening of tensions between USA and USSR via détente.*

*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** methods of protest used by the Black Power movement. [2]

AO1	AO2	AO3	total
1	1	0	2

*Points marking: the Black Panther Party / Black Power salute (1) marches (1) speeches by leaders like Stokely Carmichael / Malcolm X (1) refusing the draft e.g. Mohammed Ali (1) public gestures e.g. Tommy Smith at the Olympics (1).  
Relevant points from own knowledge **should be credited.***

- (b) Describe how the Ku Klux Klan treated black people (1) [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: warnings – burning crosses, threatening letters; violence – from punishment beatings through to bombings and lynching; expecting strict adherence to the Jim Crow laws, denying black people any means of legal redress.*

- (c) Explain why the US government passed laws in the 1960's to grant equal civil rights to black people.

[6]

AO1	AO2	AO3	total
3	3	0	6

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

*Indicative content: Actions of the CRM in highlighting the discrimination facing black people – non-violent protests like Bus Boycott, March on Washington and sit-ins; speeches and publicity from CORE, NAACP and men like Martin Luther King. Willingness of Democrat politicians like Kennedy and Johnson to listen – using the Kennedy assassination as a way to overcome Southern opposition in the Senate or making black people one of the target groups of the Great Society programme. Potential humiliation in Cold War propaganda that so many US citizens suffer such inequality under capitalism.*



- (d) “The Black Power Movement was the most important factor in achieving civil rights for black people in the USA”. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> against the statement.  For 7 - 8 marks they must be detailed and accurate.
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*Indicative content:*

*Agrees – Black Power gave black people a sense of identity and purpose that has been denied to them and their ancestors and a motivation to support the struggle for civil rights; particularly influential on young urban black people.*

*Disagrees - Outlines other developments, e.g. the role of the non-violent CRM protests in persuading the white majority and white politicians that black people deserved equal civil rights; the support of the white media and politicians.*

*May point out that the issue of equal civil rights was supported by all of these individuals but the difference came in what form that would take – integration or separation.*

*For 7/8 marks there must be a judgement from the candidate – agrees/disagrees with the statement and reasons why.*

### Question 3

- (a) Give **two** examples of consumer items bought by people as a result of increased prosperity in the USA after 1945.

[2]

AO1	AO2	AO3	total
1	1	0	2

*Points marking: car (1) media / TVs / radios / record players (1) labour saving devices / washing machines / refrigerators (1) house in the suburbs.(1)*

*Relevant points from own knowledge **should be credited.***

- (b) Describe the methods used by the women's liberation movement.

[4]

AO1	AO2	AO3	total
3	1	0	4

	<b>L1</b> 1 - 2 marks	<b>L2</b> 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: books, like Betty Freidan's "Feminine Mystique", marches, sit-ins all-male institutions, public burnings of lingerie and make-up, disrupting sexist events e.g. 1968 Miss America pageant.*

(c) Explain why the Watergate Scandal was so shocking to the American people.

[6]

AO1	AO2	AO3	total
3	3	0	6

<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 4 marks	<b>L3</b> 5 - 6 marks
Description.  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: Bugging of the Democratic Party offices in the Watergate complex by CREEP – Nixon was fully aware of this activity and seems to have supported it; arrest of the burglars, prosecution and imprisonment – the President paid for their silence; interference in and not co-operating with FBI and Senate investigations; prosecution and imprisonment of leading members of Nixon’s government; Deep Throat and the Washington Post; the Smoking Gun tapes revealing Nixon’s attitude and gangster like behaviour; Nixon’s unprecedented resignation.

- (d) 'The Kennedy assassination of 1963 was the most important influence on the lives of the American people after 1945.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> against the statement.  For 7 - 8 marks they must be detailed and accurate.
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*Indicative content:*

*Agrees – the shocking impact of the Kennedy assassination brought straight into people's homes through TV and radio.*

*Disagrees - Outlines other developments e.g. the changes in the lives of young people and women; the growth of consumerism and the consumer society; the Great Society programme and attempts to deal with the problem of poverty.*

*May consider that Watergate did more to alter the American people's views of their politicians than the Kennedy assassination.*

*For 7/8 marks there must be a judgement from the candidate – agrees/disagrees with the statement and reasons why.*

**GCSE Humanities**  
**4323/01 CHRISTIANITY AND CONTEMPORARY**  
**LIFESTYLES**

**SECTION A**

**Question 1**

(a) Use Source A and your own knowledge to describe Christian responses to poverty.

[2]

AO1	AO2	AO3	total
1	0	1	2

**Point marking:** 1 mark for correct point from source e.g. campaign against hunger (1) lots of people involved. (1) 1 mark for correct point from own knowledge e.g. name of a charity (1) or campaign/describe element of aid (1)

(b) Describe what happens during a Christian wedding

[4]

AO1	AO2	AO3	total
4	0	0	4

<b>L1</b> 1 - 2 marks	<b>L2</b> 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:**

*L1 - May mention church, minister, vows etc or give a basic description of one.*

*L2 - More than one part of the ceremony described briefly: Reading about beliefs about marriage, declaration, vows, rings, proclamation, prayers, readings and sermon, Signing of the register or a more detailed description of one/two part/s of the ceremony including several accurate points; e.g. Declarations: the couple make their promises in front of God that they will love, comfort, honour and protect their partner as long as they both shall live.*

(c) Use source B and your own knowledge to describe Christian baptism.

[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 <b>and/or</b> use very basic knowledge. No elaboration. Max 2 marks for knowledge only.	Description uses source <b>and</b> own knowledge.  For 4 marks there is elaboration using own knowledge and understanding.

**Indicative content:**

*L1 - Just picks out key points from source: babies or adults may be baptised, font or water may be mentioned or just use basic knowledge; may mention god parents, candle, water on babies head etc the points will be simple.*

*L2 - Uses both source and knowledge, may describe infant or believers baptism in some detail.*

**Believers' Baptism**

Answers may include:

*Congregation will sing a hymn together, Pastor/minister will give a short talk on the meaning of baptism, The person being baptised will give a short testimony, The person along with the pastor/minister will then enter the baptismal tank, The pastor/minister says the words, "On profession of your faith, I baptise you in the name of the Father, the Son and the Holy Spirit", The pastor/minister will immerse the person under the water and bring them back up.*

**Infant Baptism**

Answers may include:

*The role of the priest/minister, Where the baptism takes place, The role of parents and godparents, What the font is used for, How the baptism takes place, Prayers that are said, The symbols that may be used in the baptism.*

(d) Explain why family is important to Christians.

[6]

AO1	AO2	AO3	total
2	4	0	6

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

**Indicative content:**

*L1 - May describe the Christian family, or make simple statements about its importance.*

*L2 - Should give some explanation of why the family is important; may mention the Bible teachings, passing on beliefs, love and support etc. At the top of the level there should be some explanation of more than one of these.*

*L3 - Should explain several points, may discuss the importance of bringing up children to follow Christian beliefs, God created the family to keep society together, it is the way God wants children to be brought up. May mentioned the Children's Society or National Children's Homes. May refer to Bible/Church teachings about the family. 'Honour your father and your mother' (Exodus 20:12), 'Children, obey your parents... Parents, do not exasperate your children; instead, bring them up in the instruction of the Lord' (Ephesians 6:1,4). 'The family is the community in which, from childhood, one can learn moral values, begin to honour God and make good use of freedom' (Catechism of the Catholic Church). 'Grown children have responsibilities towards their parents. As much as they can, they must give them moral support in old age and in times of illness, loneliness or distress.' (Catechism of the Catholic Church).*

- (e) Use Sources C and D, and your own knowledge to explain why there is a range of Christian views towards cohabitation.

[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 <b>or</b> provide very basic knowledge. No elaboration.</p>	<p>Explanation of <b>one or both</b> viewpoints (although one view may be discussed in more detail than the other).  Candidate uses source/s <b>and</b> own knowledge.  For 4 marks there is elaboration of at least one point of view.</p>	<p>Detailed explanation of <b>both</b> views with more than one example of elaboration.  Candidate uses both sources <b>and</b> own knowledge.</p>

**Indicative content:**

*L1 - May describe one or both sources; may mention sex before marriage, describe Christian marriage or give a basic reason for or against getting married.*

*L2 - Will note that some Christians are for and some against cohabitation. May refer to the content or the attribution of the sources, may tend to one view/refer only to one source. May refer to the legal rights of cohabiting couples, beliefs about sex before marriage, reasons for/against getting married.*

*L3 - Will look at both view points and refer to both sources or their attributions. May refer to specific Bible teachings. (Genesis chapter 2 verse 18, Genesis chapter 2 verse 24, 1 Corinthians chapter 6 verse 12 - 18) or church teachings, may refer to ideas of sin, commitment, importance of family, may discuss legal rights.*



- (f) 'We live in a secular society so the role of the church minister is unimportant in the UK today'. [8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

*L1 - Simple points e.g. no one goes to church, they marry people etc.*

*L2 - Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.*

*For 5 marks there must be acknowledgement of two view points.*

*L3 - Explains arguments for and against the statement.*

*For 7/8 marks there must be a judgement from the candidate - agrees/ disagrees with the statement and reasons why.*

*Likely arguments for:*

*Declining church attendance, old fashioned not connected with modern society, they don't do anything in the community, community life has declined, society has changed, there are other forms of guidance, other religions, on line ministry etc.*

*Likely arguments against:*

*People still want to get married, have their children baptised, have Christian funerals, go to church for important festivals, guidance, support, pastoral role of minister in the community, following in the footsteps of Jesus, Jesus' ministry involved socialising with people, not just preaching at them etc.'*

## SECTION B

### Question 2 This question is about attitudes to contemporary problems

- (a) Use source A and your own knowledge to describe Christian responses to racism. [2]

AO1	AO2	AO3	total
1	0	1	2

**Points marking:**

1 Credit point from source: non violent protests, (1) bus boycott, (1) ending Jim Crow laws, (1) establishing a religious organisation (1) Credit point from own knowledge e.g. Martin Luther King, (1) speeches, (1) examples of protests. (1)

- (b) Describe Christian beliefs about racism. You might refer to Bible or Church teachings. [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:**

L1 - May note that Christians believe that racism is wrong, mention 'love your neighbour'

L2 - May note that everyone is equal in the eyes of God, Christian teaching about other people is based on **love**, may refer to Bible teachings:

*I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. **John 13:34***

*You shall love your neighbour as yourself. **Matthew 22:39***

*There are also two important teachings in the writings of Paul about this:*

*From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live. **Acts 17:26***

*There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus. **Galatians 3:28***

- (c) Explain why Christians should care for the environment. You might refer to Bible or Church teachings.

[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:**

*L1 - May describe Christian creation or damage being done to the planet or a form of conservation.*

*L2 - May explain beliefs such as God created heaven and earth, the earth still belongs to God not to humans, Jesus talked about it, the churches teach that we should look after the planet, it is the right thing to do or the importance of the environment.*

*L3 - May explain the importance of creation and stewardship, discuss Christian responses to the issue, refer to Bible/Church teachings.*

*In the beginning God created the heavens and the earth. **Genesis 1:1***

*Then God said, 'Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.'...God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that move on the ground.' **Genesis 1:26 and 28***

*The earth is the Lord's, and everything in it, the world, and all who live in it. **Psalms 24:1***

*Consider how the lilies grow. They do not labour or spin. Yet I tell you, not even Solomon in all his splendour was dressed like one of these. **Luke 12:27-28***

**Pope Benedict XVI**, 2007, said: Care of water resources and attention to climate change are matters of grave importance for the entire human family.

(d) "Christians should fully support all modern medical advances! How far do you agree with his statement? [8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

*L1 - Simple points e.g. medical advances can save lives/God saves people, can be dangerous/against God*

*L2 - Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.*

*For 5 marks must acknowledge two view points.*

*L3 - Explain arguments for and against the statement.*

*For 7/8 marks there must be a judgement from the candidate -agrees/disagrees with the statement and reasons why.*

*Likely arguments for:*

*Saving lives is a good thing, a loving God would want us to do what we can to help others, love your neighbour, God would not have granted humans the ability if he had not wanted them to use it, Christians should use their talents to help others, can stop suffering and prevent hereditary illnesses, Jesus gave up his body to save people, it is a Christian duty.*

*Likely arguments against:*

*It could be dangerous, there are moral concerns, might involve the use of embryo's, could go against teachings about the sanctity of life, God gives life and God takes life away, God has a plan for everyone humans shouldn't meddle, the Bible warns against the created playing the creator, How far will it go?*

### Question 3 This question is about Christian beliefs and practices in contemporary society

(a) Use source A and your own knowledge to describe the crucifixion of Jesus? [2]

AO1	AO2	AO3	total
1	0	1	2

**Points marking:**

*Credit point from the source e.g. Jesus was nailed to a cross,(1) alongside two others,(1) he had a sign above his head,(1) he had a crown of thorns.(1) Credit point from own knowledge e.g. women were present, (1) guards,(1) nailed to cross,(1) Golgotha/place of the skull,(1) INRI (1)*

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

AO1	AO2	AO3	total
4	0	0	4

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

*L1 - May list events e.g. Palm Sunday, Last Supper, crucifixion or give a basic description of one.*

*L2 - Expect accurate order of events: may give overview of week or describe one or more event in detail - more than one for 4 marks.*

*Palm Sunday: Jesus rode into Jerusalem on the colt of a donkey, the Old Testament **prophecy** said that the Messiah would come to his people in this way. He was greeted with cheers of 'Hosanna', and palm branches were waved. Drove out buyers and sellers from the temple.*

*Taught and healed.*

*Thursday: Jesus met with his disciples for the **Last Supper**; he washed his feet, teaching them to serve others. He talked of his betrayal and death, breaking the bread and saying 'Eat; this is my body', he blessed the wine saying 'This is my blood which is poured out for the many.'*

*Early hours Friday: Went to the Garden of Gethsemane with eleven disciples to pray. Judas arrived and betrays him with a kiss. Jesus is arrested. Trial by the Jewish authorities.*

*Friday morning: Handed over to the Roman Governor Pontius Pilate. Pilate offers Jesus' freedom in honour of the Jewish Passover. The crowds yell for him to be crucified, wanting Barabas to be freed instead.*

*Friday afternoon: Beaten, stripped, mocked, whipped with a scourge until he was too weak to carry his own cross. **Crucified** at Golgotha, between two thieves.*

- (c) Explain why Jesus' teachings are important to the lifestyles and choices of Christians. You might refer to **specific** teachings. [6]

AO1	AO2	AO3	total
2	4	0	6

<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 4 marks	<b>L3</b> 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:**

*L1 - May describe Christian teachings/make simple points about living a Christian life e.g. they pray, try to be good etc.*

*L2 - May explain teachings such as 'Love your neighbour', eye of a needle', give examples of how teachings could be followed e.g. not being rich, helping others.*

*L3 - May explain several teachings, could mention teachings about relationships, wealth/poverty, revenge, care for the planet, prayer sanctity of human life, church attendance and give examples of ways in which Christians can follow these in the modern world.*



(d) "Being a good Christian must involve going to Church, singing hymns and taking the Eucharist" How far do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

*L1 - Simple points e.g. Church is/is not important, The Eucharist is/is not important, may give other options e.g. could dance around, could read the Bible etc.*

*L2 - Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.*

*For 5 marks, must acknowledge two view points.*

*L3 - Explains arguments for and against the statement.*

*For 7/8 marks there must be a judgement from the candidate-agrees/disagrees with the statement and reasons why.*

*Likely arguments for:*

*Going to church is important, meet the Christian community, be involved in celebrations and festivals,*

*It is good to sing hymns (may elaborate on Sacramental worship, benefits of being traditional, comforting etc),*

*Eucharist is important - Jesus asked it of his followers, it is a sacrament, many feel it renews their faith.*

*Likely arguments against:*

*You don't have to go to church: you could read the Bible/pray at home, God is everywhere, you could follow Christian teaching in your daily life, you could devote time to helping others.*

*Singing hymns is not important: you could sing other songs/dance around (may describe other elements of charismatic worship, benefits of being lively, free etc).*

*The Eucharist is not important: you could worship in other ways, many cannot attend church and still live good Christian lives.*

# GCSE Humanities

## 4323/02 CHRISTIANITY AND JUDAISM

Award 0 marks if the answer is incorrect and irrelevant

### SECTION A

#### Question 1

- (a) Use the source and your knowledge to describe the Torah. [2]

AO1	AO2	AO3	total
1	0	1	2

**Point marking:**

Credit use of source **and** own knowledge.

A holy book (1) a large scroll (1) with handles (1).

- (b) Describe the important features a synagogue. [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:**

L1 - Objects such as the ner tamid, the ark, Torah scrolls may be mentioned.

L2 - Other objects may be mentioned such as the Torah scrolls and that they are kept in the ark. An elaboration here might mention that the ark indicates the direction of Jerusalem.

Some candidates may mention that Orthodox and Reform synagogues seat men and women differently with Orthodox buildings having a separate seating area for women.

- (c) Use source B and your own knowledge to describe the role of a rabbi. [4]

AO1	AO2	AO3	total
2	0	2	4

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

**Indicative content:**

L1 - He leads prayers and services in the synagogue and will carry out services such as weddings.

L2 - Rabbi means 'my master' The rabbi teaches Hebrew. In Reform synagogues the rabbi could be a woman. A rabbi will be part of a bet din - rabbinical court.

(d) Explain why the Bible is important to Christians. You may refer to **specific Bible teachings**.

[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:**

L1 - Teachings of Jesus, the holy book, creation.

L2 - Contains stories about Jesus, the parables, Sermon on the Mount and other teachings. Candidates may focus on one of these and discuss its importance within the Christian faith. It is an important source of authority; it guides Christians in their behaviour.

L3 - Expect knowledge of some Bible content and a discussion of its importance e.g. The Sermon on the Mount contains Jesus' teachings for Christians, explaining how they should behave. It offers an ideal example. It adds to or changes the Old Testament teachings ('an eye for an eye' - 'turn the other cheek').

(e) Use sources C and D and your own knowledge to explain why Jews have a range of views about the importance of attending a place of worship. [6]

AO1	AO2	AO3	total
2	2	2	6

Source C shows a rabbi preaching to a congregation inside a modern synagogue.

Source D show two orthodox Jews praying at the Wailing Wall.

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

**Indicative content:**

L1 - description of the images/note of attribution/simple point e.g. Different types of Jew like to worship in different places. Many Jews cannot afford to go to Jerusalem.

L2 - focuses on one view point, e.g. To Orthodox Jews regular worship three times a day is of great importance, especially for men. Men and women are separated in source C. Two Hasidic Jews pray at the Western Wall in source D which is the remaining part of the ancient Temple. If they can religious Jews try and go there to pray.

L3 - Expect an explanation of both viewpoints e.g.. Many Jews are not religious and may only attend the synagogue for festivals or weddings. Many marry out of the religion. Both sources show Orthodox Jews at worship which might lead candidates to state that they take their faith very seriously. Most Jews do not live in Israel therefore a trip to the Western Wall would be very expensive.

- (f) 'The teachings of the holy books are out of date. These teachings are not relevant in the modern world.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> against the statement.  For 7 - 8 marks they must be detailed and accurate.
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QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

**Indicative content:**

*L1 - Simple points: All these books were written a long time ago so they are not relevant today.*

*Religious people follow the messages in these books as that is what they have been taught to do.*

*Expect one sided responses here.*

*L2 - May make points on both sides or might tend to one side: Examples should be mentioned. The Bible will be commonly used but all other holy books are acceptable. Holy books provide a basis of rules by which religious people can live. It helps us reach salvation.*

*L3 - Expect a balanced response: The best answers will be well balanced possibly acknowledging that many people today are still religious and use holy books as guidance whilst fully accepting the knowledge we have gained from science. **Note that the question is not limited to Christianity.***

*Likely arguments for: holy books help us lead moral lives therefore they will never be out of date, their teachings are relevant as science tells how but religion tells us why.*

*Likely arguments against: we do not need holy books to help us lead moral lives, science has taught us much more about the world around us.*

## SECTION B

### Question 2

- (a) What does source A tell us about Christmas? [2]

AO1	AO2	AO3	total
0	0	2	2

**Points marking:** Insert points marking.

Credit use of the source **only**. Jesus was born in a stable / manger (1) with his family around him (1) people celebrate with a tree (1) give presents (1)

- (b) Describe how Jews celebrate Rosh Hashanah. [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:**

*L1 - Jews go to the synagogue and say special prayers. Apples are dipped in honey. The shofar (ram's horn) is blown.*

*L2 - People think about their actions over the last year and seek forgiveness for wrongdoing. A special meal is eaten often including a pomegranate. Jews pray for a good year ahead.*

- (c) Explain why christening/baptism is important to Christians. You may refer to symbolism in your answer.. [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:**

*L1 - May describe aspects of the ceremony or make a brief mention of importance e.g. joining the Christian family.*

*L2 - Should explain the importance - rite of passage, becoming a Christian, promises. Reference may be made to the symbolism of the water or the light of the candle.*

*L3 - Should explain with reference to religious concepts e.g. cleansing of sins, passing from darkness into light.*

- (d) 'Christmas is no longer a religious festival. People only care about presents. People who are not religious should not celebrate religious festivals.' To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1 - 2 marks	<b>L2</b> 3 - 5 marks	<b>L3</b> 6 - 8 marks
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> against the statement.  For 7 - 8 marks they must be detailed and accurate.
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**Indicative content:**

*L1 - Simple points: The birth of Jesus happened long ago and is no longer relevant but people still want to have a good time and be with their families.*

*L2 - May make points on both sides or might tend to one side: Christmas represents a new beginning. It is a chance to come together to remember the life of Jesus and giving and receiving presents remembers the presents that Jesus received.*

*L3 - Expect a balanced response: The presence of rich foreigners in the wise men and poor local shepherds shows Jesus' appeal to the whole of humanity. There has always been a mid-winter festival even before Christmas came about. **Note that the question is not limited to Christmas or Christianity.***

*Likely arguments for: you should only celebrate a festival if you are a genuine follower of that religion, festivals bring people together, they remember important events.*

*Likely arguments against: we live in a secular society, we are more materialistic, people may not go to church but may still believe in God.*

### Question 3

- (a) What does source A tell you about the parable of the Good Samaritan? [2]

AO1	AO2	AO3	total
0	0	2	2

**Points marking:**

Credit use of the source **only**. A man is lying injured at the side of the road (1). He is helped by a passer-by / stranger (1). Two others have passed by without helping (1)

- (b) Describe how Jews help those who are less fortunate than themselves. [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:**

L1 - May list things that could be done e.g. pray, give money, get involved or give a basic description e.g. Jews may give money to charities such as World Jewish Relief.

L2 - May describe a project organised by a Jewish charity; discuss the importance of campaigning for change, ways in which individuals can participate in the work of charities etc.

- (c) Explain why the parable of the Good Samaritan is important to Christians. You should consider the **meaning** of this parable. [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:**

L1 - It tells them how to treat others.

L2 - 'Love your neighbour as you love yourself': the most fundamental of all Jesus' teachings along with 'Love God'.

L3 - It tells Christians in no uncertain terms how they must treat others regardless of how they feel about it. Jesus did not set down many rules and therefore this is one of his clearest teachings.



(d) 'Prayer alone will not end world poverty.' To what extent do you agree with this statement.

[8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

*L1 - Simple points e.g. prayer cannot end poverty, people need food and medicines.*

*L2 - Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.*

*L3 - Explains arguments for and against the statement.*

*For 7/8 marks there must be a judgement from the candidate -agrees/ disagrees with the statement and reasons why. Note that the question is not limited to Christianity.*

*Likely arguments for: People need practical help, food, access to clean water, education and technological advancements. Prayer has not ended poverty so far. Governments and charities need to work together to end poverty.*

*Likely arguments against: Prayer is a powerful tool. Prayer can help people who live in poverty to cope. Prayer can support campaigns, such as jubilee 2000. Prayer can raise awareness about the needs of the least fortunate. Prayer can encourage a spirit of giving.*

# GCSE Humanities

## 4323/03 CHRISTIANITY AND ISLAM

### SECTION A

#### Question 1

- (a) Use the source and your own knowledge to describe the Qur'an. [2]

AO1	AO2	AO3	total
1	0	1	2

**Point marking:** One point from source, one from knowledge  
 A holy book (1) placed on a stand / kursi (1). It is separated into 114 surahs (1). It is written in Arabic (1).

- (b) Describe the important features of a mosque. [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:**

L1 – Objects such as minbar, qibah wall and mihrab could be mentioned, or external features: dome, minarets.

L2 – Other objects may be mentioned in greater depth such as the Qur'an which will be placed on a kursi during Friday prayers. The mihrab is alcove in the qibah wall which indicates the direction of Makkah. Answers mentioning that women pray in a separate room to men should be credited. The minarets were traditionally used for the call to prayer, the dome represents the sky above them as they worship.

- (c) Use source B and your own knowledge to describe the role of an imam. [4]

AO1	AO2	AO3	total
2	0	2	4

L1 1 - 2 marks	L2 3 - 4 marks
Simple description of the source <b>and/or</b> use very basic knowledge. No elaboration. Max 2 marks for knowledge only.	Description uses source <b>and</b> own knowledge.  For 4 marks there is elaboration using own knowledge and understanding.

**Indicative content:**

L1 – From the source: The imam is the religious leader in the mosque, he leads prayers / From knowledge: Friday prayers / teaches / part time.

L2 – From the source: The imam leads worship at the mosque, he stands on the minbar / raised platform. From knowledge: he acts as a teacher of Arabic at the madrassah (after school lessons for young Muslims). He is often part-time and may also be the caretaker of the mosque.

- (d) Explain why the Bible is important to Christians. You might refer to **specific** Bible teachings.

[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:**

L1 – Teachings of Jesus, the holy book, creation.

L2 – Contains stories about Jesus, the parables, Sermon on the Mount and other teachings. Candidates may focus on one of these and discuss its importance within the Christian faith. It is an important source of authority; it guides Christians in their behaviour.

L3 – Expect knowledge of some Bible content and a discussion of its importance e.g. The sermon on the Mount contains Jesus’ teachings for Christians, explaining how they should behave. It offers an ideal example. It adds to or changes the Old Testament teachings (‘an eye for an eye’ – ‘turn the other cheek’).

- (e) Use sources C and D and your own knowledge to explain why Muslims have a range of views about the importance of attending a place of worship.

[6]

AO1	AO2	AO3	total
2	2	2	6

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

**Indicative content:**

L1 – Describes the images or the attribution or makes simple points e.g. Muslims think it is important to the mosque for Friday prayers / Muslims can pray anywhere.

L2 May focus on one view, e.g. Many Muslim find that they cannot attend the Mosque five times each day, as they have jobs and are not free to leave to practice their faith. They can perform wudu anywhere. Or may give a brief account of both views e.g. Many Muslims are unable to go to the mosque because they have a job but the Mosque is really important to the community. One or both sources must be referred to.

L3 – Expect an explanation of both viewpoints e.g. the Mosque is important to the Muslim community, many will gather there for Friday prayers and at important times in people’s lives. Some Muslims cannot attend the mosque because of their jobs, this does not matter though as Muslims can perform wudu and pray anywhere. Many Muslims are not religious and may not consider prayer important other than at times like Eid. Both sources should be referred to.

- (f) 'The teachings of the holy books are out of date. These teachings are not relevant in the modern world.' 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
	<b>A narrative</b>	<b>The controversy / dilemma is recognised</b>	<b>The dilemma is understood and an evaluation is made based on evidence</b>
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 <b>or</b> 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 <b>and</b> against the statement.  For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

**Indicative content:**

L1 – Simple points: All these books were written a long time ago so they are not relevant today. Religious people follow the messages in these books as that is what they have been taught to do. Expect one sided responses here.

L2 – May make points on both sides or might tend to one side. Examples should be mentioned. The Bible will be commonly used but all other holy books are acceptable. Holy books provide a basis of rules by which religious people can live. It helps them reach salvation, offers comfort, guidance, support in their faith.

L3 – Expect a balanced response: The best answers will be well balanced possibly acknowledging that many people today are still religious and use holy books as guidance whilst fully accepting the knowledge we have gained from science. Expect some knowledge and understanding of religious ideas and concepts at this level. **Note that the question is not limited to Christianity.**

*Likely arguments for:* holy books help us lead moral lives therefore they will never be out of date, their teachings are relevant as science tells how but religion tells us why. May refer to specific teachings e.g. 'love your neighbour' which would always be relevant.

*Likely arguments against:* we do not need holy books to help us lead moral lives, science has taught us much more about the world around us, may refer to specific ideas in holy books which are out of date in the modern world.

## SECTION B

### Question 2

- (a) What does source A tell us about Christmas? [2]

AO1	AO2	AO3	total
0	0	2	2

**Points marking:**

Credit use of the source **only**.

Jesus was born in a stable / manger (1) with his family around him (1). People celebrate with a Christmas tree (1) give presents (1)

- (b) Describe how Muslims celebrate Eid ul Adha. [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:**

L1 – Special prayers are said. Presents are given and received.

L2 – An animal is sacrificed in the halal manner. The meat is then shared out in thirds between family, friends and the poor. People attend the mosque.

- (c) Explain why christening / baptism is important to Christians. You may refer to **symbolism** in your answer. [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:**

L1 – May describe aspects of the ceremony or make brief mention of importance e.g. joining the Christian family.

L2 – Should explain the importance – rite of passage, becoming a Christian, promises. Reference may be made to the symbolism of the water or the light of the candle.

L3 – Should explain with reference to religious concepts e.g. cleansing of sins, passing from darkness into light.

- (d) 'Christmas is no longer a religious festival. People only care about presents. People who are not religious should not celebrate religious festivals.' To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

L1 – Simple points: The birth of Jesus happened long ago and is no longer relevant but people still want to have a good time and be with their families.

L2 – May make points on both sides or might tend to one side: Christmas represents a new beginning. It is a chance to come together to remember the life of Jesus and giving and receiving presents remembers the presents that Jesus received.

For 5 marks, two views must be acknowledged.

L3 – Expect a balanced response: The presence of rich foreigners in the wise men and poor local shepherds shows Jesus' appeal to the whole of humanity. There has always been a mid-winter festival even before Christmas came about. **Note that the question is not limited to Christmas or Christianity.**

*Likely arguments for:* you should only celebrate a festival if you are a genuine follower of that religion, festivals bring people together, they remember important events.

*Likely arguments against:* we live in a secular society, we are more materialistic, people may not go to church by may still believe in God.

### Question 3

- (a) What does source A tell you about the parable of the Good Samaritan? [2]

AO1	AO2	AO3	total
0	0	2	2

**Points marking:**

Credit use of the source **only**.

A man is lying injured at the side of the road (1). He is helped by a passer-by / stranger (1).  
Two others have passed by without helping (1)

- (b) Describe how Muslims help those who are less fortunate than themselves. [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:**

L1 – May list things that could be done e.g. pray, give money, get involved or give a basic description e.g. Muslims might give money to Red Crescent to support people in the greatest need.

L2 – May describe one of the projects organised by the Red Crescent, discuss the importance of campaigning for change, ways in which individuals can participate in the work of charities etc.

- (c) Explain why the parable of the Good Samaritan is important to Christians. You should consider the **meaning** of this parable. [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:**

L1 – It tells them how to treat others.

L2 – ‘Love your neighbour as you love yourself’: the most fundamental of all Jesus’ teachings along with ‘Love God’.

L3 – It tells Christians in no uncertain terms how they must treat others regardless of how they feel about it. Jesus did not set down many rules and therefore this is one of his clearest teachings. It shows that in order to help others, you have to really go out of your way. May refer to the lack of help given by the Priest or the Levite; shows that helping others is more important than religious rituals.

(d) 'Prayer alone will not end world poverty.' To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

L1 – Simple points e.g. prayer cannot end poverty, people need food and medicines.

L2 – Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.

L3 – Explains arguments for and against the statement.

For 7/8 marks there must be a judgement from the candidate – agrees / disagrees with the statement and reasons why. **Credit other relevant responses and the question is not limited to Christianity.**

*Likely arguments for:* People need practical help, food, access to clean water, education and technological advancements. Prayer has not ended poverty so far. Governments and charities need to work together to end poverty.

*Likely arguments against:* Prayer is a powerful tool. Prayer can help people who live in poverty to cope. Prayer can support campaigns, such as jubilee 2000. Prayer can raise awareness about the needs of the least fortunate. Prayer can encourage a spirit of giving.



# GCSE Humanities

## 4323/04 CHRISTIANITY AND HINDUISM

### SECTION A

#### Question 1

- (a) Use the source **and** own knowledge to describe the Vedas. [2]

AO1	AO2	AO3	total
1	0	1	2

**Point marking:** Credit source and own knowledge.

A holy book (1) written in Sanskrit (1) There are four compositions (1) including the Upanishads (1) They contain hymns (1) They contain mantas (1).

- (b) Describe the important feature of a mandir. [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:**

L1 - Objects such as the murti/image/statue, offerings of flowers and food, altar and holy books may be mentioned. May mention carvings on the outside or the traditional shape.

L2 - A detailed description e.g. the shrine: image or statue of the deity, fruit, flowers, incense, candles etc, may also be images of other deities. There may be a path or space for walking clockwise around the shrine. May note that some are magnificent and highly decorated, some are simple and plain.

- (c) Use source B and your knowledge to describe the role of a Hindu priest. [4]

AO1	AO2	AO3	total
2	0	2	4

L1 1 - 2 marks	L2 3 - 4 marks
Simple description of the source <b>and/or</b> use very basic knowledge. No elaboration. Max 2 marks for knowledge only.	Description uses source <b>and</b> own knowledge.  For 4 marks there is elaboration using own knowledge and understanding.

**Indicative content:**

L1 - He leads prayers in the mandir. He will read from the holy books./ from source: sacred fire.

L2 - He has both religious and pastoral roles for example he will offer support and advice to members of the community about social or personal matters such as bereavement counselling. May describe the role of the priest in a specific ceremony.

- (d) Explain why the Bible is important to Christians. You might refer to **specific** Bible teachings.

[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:**

*L1 - Teachings of Jesus, the holy book, creation.*

*L2 - Contains stories about Jesus, the parables, Sermon on the Mount and other teachings. Candidates may focus on one of these and discuss its importance within the Christian faith. It is an important source of authority; it guides Christians in their behaviour.*

*L3 - Expect knowledge of some Bible content and a discussion of its importance e.g. The Sermon on the Mount contains Jesus' teachings for Christians, explaining how they should behave. It offers an ideal example. It adds to or changes the Old Testament teachings ('an eye for an eye' - 'turn the other cheek')*

- (e) Use sources C and D and your knowledge to explain why Hindus have a range of views about the importance of attending a place of worship.

[6]

AO1	AO2	AO3	total
2	2	2	6

Source C shows Hindu priests making an offering inside an elaborate temple.

Source D shows Hindus praying together outside on the banks of a river in India.

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

**Indicative content:**

*L1 - description of the images/note of attribution/simple point e.g. The mandir is the holy building for Hindus, they can worship in other places.*

*L2 - focuses on one view point, e.g. Attending a mandir is not that important as anyone can go there. The mandir may be too far away, there are not that many in the UK. On the other hand, a mandir can encourage a sense of quiet contemplation./the home of god on earth/ they want to see the deity/attending puja and religious rituals. One source must be used.*

*L3 - Expect an explanation of both viewpoints e.g. Both sources show the variety of locations where Hindus can worship. Hindus live all around the world. Mandirs are important to the Hindu community, it is important for Hindus to visit the deity, but it may be difficult for them to attend regularly as many Hindus would have to travel some distance to their nearest mandir.*

- (f) 'The teachings of the holy books are out of date. These teachings are not relevant in the modern world.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

*L1 - Simple points: All these books were written a long time ago so they are not relevant today. Religious people follow the messages in these books as that is what they have been taught to do. Expect one sided responses here.*

*L2 - May make points on both sides or might tend to one side: Examples should be mentioned. The Bible will be commonly used but all other holy books are acceptable. Holy books provide a basis of rules by which religious people can live. It helps us reach salvation.*

*L3 - Expect a balanced response: The best answers will be well balanced possibly acknowledging that many people today are still religious and use holy books as guidance whilst fully accepting the knowledge we have gained from science. **Note that the question is not limited to Christianity.***

*Likely arguments for: holy books help us lead moral lives therefore they will never be out of date, their teachings are relevant as science tells how but religion tells us why.*

*Likely arguments used against: we do not need holy books to help us lead moral lives, science has taught us much more about the world around us.*

## SECTION B

### Question 2

- (a) What does source A tell us about Christmas? [2]

AO1	AO2	AO3	total
0	0	2	2

**Points marking:**

Credit use of the source **only**. Jesus was born in a stable/manger (1) with his family around him (1). People celebrate with a Christmas tree (1) give presents (1).

- (b) Describe how Hindus celebrate Holi. [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:**

L1 - There is dancing, singing and the throwing of paint and it is held in spring.

L2 - Bonfires are lit and food is roasted and given as offerings. Caste distinctions are set aside.

- (c) Explain why christening/baptism is important to Christians. You may refer to **symbolism** in your answer. [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:**

L1 - May describe aspects of the ceremony or make brief mention of importance e.g. joining the Christian family.

L2 - Should explain the importance - rite of passage, becoming a Christian, promises. Reference may be made to the symbolism of the water or the light of the candle.

L3 - Should explain with reference to religious concepts e.g. cleansing of sins, passing from darkness into light.

- (d) 'Christmas is no longer a religious festival. People only care about presents. People who are not religious should not celebrate religious festivals.' To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

*L1 - Simple points: The birth of Jesus happened long ago and is no longer relevant but people still want to have a good time and be with their families.*

*L2 - May make points on both sides or might tend to one side. Christmas represents a new beginning. It is a chance to come together to remember the life of Jesus and giving and receiving presents remembers the presents that Jesus received.*

*L3 - Expect a balanced response: The presence of rich foreigners in the wise men and poor local shepherds shows Jesus' appeal to the whole of humanity. There has always been a mid-winter festival even before Christmas came about. **Note that the question is not limited to Christmas or Christianity.***

*Likely arguments for: you should only celebrate a festival if you are a genuine follower of that religion, festivals bring people together, they remember important events.*

*Likely arguments against: we live in a secular society, we are more materialistic, people may not go to church but may still believe in God.*

### Question 3

- (a) What does source A tell you about the parable of the Good Samaritan. [2]

AO1	AO2	AO3	total
0	0	2	2

**Points marking:**

Credit use of the source **only**. A man is lying injured at the side of the road (1). He is helped by a passer-by/stranger (1). Two others have passed by without helping (1).

- (b) Describe how Hindus help those who are less fortunate than themselves. [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:**

L1 - May list things that could be done e.g. pray, give money, get involved or give a basic description e.g. They can pray and donate money to charity.

L2 - They may campaign against injustice and poverty in India and around the world. They may campaign against the caste system.

- (c) Explain why the parable of the Good Samaritan is important to Christians. You should consider the **meaning** of this parable. [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:**

L1 - It tells them how to treat others.

L2- 'Love your neighbour as you love yourself': the most fundamental of all Jesus' teachings along with 'Love God'

L3 - It tells Christians in no uncertain terms how they must treat others regardless of how they feel about it. Jesus did not set down many rules and therefore this is one of his clearest teachings.

(d) 'Prayer alone will not end world poverty.' To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

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

**Indicative content:**

L1 - Simple points e.g. prayer cannot end poverty, people need food and medicines

L2 - Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments

L3 - Explains arguments for and against the statement.

For 7/8 marks there must be a judgement from the candidate - agrees/disagrees with the statement and reasons why. Note that the question is not limited to Christianity.

*Likely arguments for:* People need practical help, food, access to clean water, education and technological advancements. Prayer has not ended poverty so far. Governments and charities need to work together to end poverty.

*Likely arguments against:* Prayer is a powerful tool. Prayer can help people who live in poverty to cope. Prayer can support campaigns, such as jubilee 2000. Prayer can raise awareness about the needs of the least fortunate. Prayer can encourage a spirit of giving.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)