



GCSE MARKING SCHEME

HUMANITIES

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HUMANITIES. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

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GCSE Humanities

4321/01 People and their environments

SECTION A

Question 1

- (a) Describe the pattern of rainforest destruction shown in Source A. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: small holder agriculture largest destroyer (1) logging smallest single impact etc (1) credit accurate use of figures (1) Must refer to more than one cause for two marks.

- (b) Describe the process of shifting cultivation used in tropical rainforest. [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. Elaboration of more than one points needed to gain 4 marks.

Indicative content: For L1 simple features e.g small clearing of slash and burn, move after a few years etc. L2 will provide detail such as types of crops and describe recovery of rainforest after cultivation.

- (c) Describe how individuals in the UK can help to make rainforest exploitation more sustainable. [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 one or more points needed to gain 4 marks.

Indicative content: At L1 the candidate will give simple description of actions individuals can do such as buying rainforest alliance products, boycotting other products or booking eco tourist holidays.
For L2 the candidate must elaborate on how such actions help sustainability.

- (d) Describe how national parks can help to conserve tropical rainforests. [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: students may describe zoning of National Parks, anti-poaching patrols, re-introduction of wild animals, education programmes, eco-tourism projects.

- (e) Explain why the poor and infertile soils of tropical rainforests can support such a large volume and variety of vegetation. Use source C and your own knowledge in your answer. [8]

AO1	AO2	AO3	total
2	2	2	6

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

Indicative content: For L1 a basic description of the nutrient cycle very source based such as leaves fall off trees, rot and nutrient absorbed back up into the tree.
At L2 there will be elaboration in the form of specific vocabulary or greater detail such as location of nutrients in the soil layer, speed of cycle linked to climate.
For L3, the candidate should give a detailed account of the nutrient cycle and show some knowledge of podsol soils and the adaptations flora have developed.

- (f) “The best way to exploit tropical rainforests sustainably is to use traditional methods”
To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

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

Indicative content: Traditional uses would include sustainable strategies such as rubber tapping and shifting cultivation. Modern uses could include ecotourism as well as sustainable logging practices.

At L2 there will be some links to how different practices can be said to be sustainable.

At L3 there should be some evaluation of modern and traditional methods linked to modern demands.

SECTION B

Question 2

- (a) Use Source A to describe the pattern of sales of organic products between 1995 and 2012. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Risen overall, credit values, fall since 08, credit description of slope.

- (b) Describe how pesticides can affect the environment of the UK. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content: At L1 you can expect description of the effects of pesticides such as killing animals or simple explanation of how they end up in rivers. For L2 there should be elaboration on how pesticides affect areas outside where they are sprayed and / or the effects of loss of biodiversity in an area.

- (c) Describe how farmers in the UK can act as custodians of the countryside. [6]

AO1	AO2	AO3	total
3	3	0	6

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

Indicative content: At L1 the candidate may give basic description of techniques such as planting hedgerows or describe creating ponds.
For L2 there will be reference to the advantages to the environment and / or reference to why they were destroyed in the first place.
L3 answers will link features with advantages such as habitat encouraging wildlife which help pollination or barriers reducing wind speed and therefore protecting bare soils from erosion and preventing soil degradation / desertification.

- (d) “LEDC farmers should always introduce modern farming methods in order to increase their yields.” To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
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Indicative content: Green revolution methods and other modern advance such as using chemical pesticides, herbicides and fertilisers, irrigation, HYV and GM crops and mechanisation / agribusiness. Links to increases in yield are needed for the top of L2 and L3. Problems with such methods such as unemployment, soil salination, water pollution, cross pollination etc. should be referred to for L2 and elaborated on for top of L2 and L3. For top L3 answer I would expect the candidate to refer to appropriate technologies in their conclusion.

Question 3

- (a) Use Source A to describe the pattern of pollution incidents in the River Thames between 2002 and 2009. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: Thames has less pollution incidents. Credit use of figures. Increases in 2005 2009..

- (b) Describe how afforestation can reduce the risk of flooding. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content: At L1 the candidate will refer to water being 'sucked up' by trees or slowed down etc. For L2 the candidate may use vocabulary such as transpiration or infiltration or refer to the water cycle / lag time of a river.

- (c) Describe how large water management schemes can affect the local people and environment. [6]

AO1	AO2	AO3	total
3	3	0	6

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

Indicative content: At level 1 the candidate may offer basic effects such as reducing chances of floods, providing water, leisure activities etc. or negative effects such as flooding areas, costs etc.

For L2 any of these points should have some elaboration linked to their effect on people or the environment.

For level 3 the candidate will link specific effects to a case study or offer a range of effects on both people and the environment.

- (d) "Farming is the most serious cause of river pollution today." To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
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Indicative content: A basic description of what fertilises, or pesticides or animal feed can do to a river is L1. Elaboration using specific vocabulary is L2 and L3 for range of causes.

Other causes such as factories, power plants and sewage stations will follow same format with L2 and L3 achieved through elaboration and range.

For L3 I would expect some comparison of severity and for top level some reference to reducing the effects.

GCSE Humanities

4321/02 Patterns and Places

SECTION A

Question 1

- (a) Use Source A to describe the average number of tropical storm events throughout the year. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: Peaks in September (1), credit correct use of figures (1), lowest in 'winter' months or named months (1) credit rate of rise.

- (b) Describe how tropical storms are formed. [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 one or more points needed to gain 4 marks.

Indicative content: For L1 candidates will refer to warm temperatures, locations, evaporation, etc. Linking these together would indicate L2 with elaboration such as evaporation 'causing' low pressure and creating winds or Coriolis for creating spiral effect. Candidates link location to climate. Credit figures at L2

- (c) Describe the physical features that affect the distribution of world population. [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.
Max 1 if description is of source only.	Elaboration of one or more points needed to gain 4 marks.

Indicative content: At L1 the candidate will give simple descriptions of climate, relief, soil, vegetation etc. For L2 there should be a link to advantages/disadvantages of physical features. Examples used must link to a physical feature, no credit for Human Features.

- (d) Explain why earthquakes are more common in some countries than others. [6]

AO1	AO2	AO3	total
3	3	0	6

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

Indicative content: At L1, candidates may refer to plate boundaries or give simple descriptions of plate movement. Level 2 will begin to offer explanations for earthquakes by describing what happens on a plate boundary using some specific vocabulary. For L3, examples could be used. There will be detailed description of a particular plate boundary and a full explanation as to how this would cause an earthquake.

- (e) Suggest why countries at different levels of development face different issues as a result of their population structure. Use Source C and your own knowledge to help your answer. [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.	Description or explanation with some accuracy.	Valid and detailed description or explanation with more than one example of elaboration.

Indicative content:

- L1 Basic description/explanation of population structures with no reference to issues
- L2 Candidates begin to refer to issues i.e. Population falling.
For top level candidate must refer to effects of population structure.
- L3 Candidates elaborates on examples:
Increasing Taxes
Pressure on Health/Education System

- (f) Accurate prediction is the best way to reduce the effects of a hurricane. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
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Indicative content: A level 1 answer will contain simple benefits linked to prediction of tropical storms and / or other attempts at reducing effects such as stronger buildings, boarding windows, training etc. For level 2 elaboration such as linking techniques to cost or specific ways effects are reduced. Level 3 would typically require a evaluation of the effectiveness of techniques and may include reference to the differences between MEDC and LEDC countries.

SECTION B

Question 2

- (a) Describe the trend show in Source A between 1969 and 2009. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: More people using bikes, credit values, credit anomalies such as falls / steep rises etc, linked to dates

- (b) Describe the successes of such regeneration schemes. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content: L1 answers will be a simple list of benefits brought about by such schemes such as increases in jobs, tourism, money investment etc. Elaboration of these points for L2.

- (c) Explain why cities in LEDC's grow rapidly. You should refer to examples to help your answer. [6]

AO1	AO2	AO3	total
3	3	0	6

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

Indicative content: At L1 the candidate will offer simple reasons such as people moving into them or birth rates being high etc. Level 2 answers will elaborate on reasons for this movement by referring to push and / or pull factors to urban areas. For level 3 the candidate will elaborate on push AND pull factors by linking causes and effects together or using specific examples etc.

NB Do not credit specific opposites

- (d) 'The best solution for inner city housing redevelopment is to build high rise flats.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
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Indicative content: Advantages such as saving space, modern amenities, cost, views, green space, parking etc can all be elaborated on for L2. Disadvantages may refer to access, vulnerable groups, destruction of heritage etc. Level 3 answers will justify their decision and refer to alternative housing solutions.

Question 3

- (a) Describe the pattern of energy use shown in Source A. [2]

AO1	AO2	AO3	total
0	0	2	2

Points marking: highest users are Canada and USA with Eritrea and Bangladesh lowest users, credit figures, credit MEDC / LEDC comparison.

- (b) Describe evidence that supports the case for global warming. [4]

AO1	AO2	AO3	total
3	1	0	4

L1 1 - 2 marks	L2 3 - 4 marks
Basic description or simple list of points. Max 1 if description is of source only.	Detailed description with elaboration. Elaboration of more than one point needed to gain 4 marks.

Indicative content: temperature measurements, ice core samples, glacier photos, changes in plant / animal limits etc L2 elaboration might include how measurements show global warming in the case of ice core samples or specific glaciers named etc.

- (c) Explain why some countries are more vulnerable to the effects of global warming than others you should refer to examples in your answer. [6]

AO1	AO2	AO3	total
3	3	0	6

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

Indicative content: Poorer countries, those who already have quite extreme climates and low lying, coastal areas are typically identified as the more vulnerable countries. Elaboration would explain the vulnerability such as linking global warming to sea level rises in poor countries not being able to afford technology that might help a country adapt. Level 3 answers would offer more than one vulnerability, should use specific case studies and give detailed elaboration such as global warming causing climate change which can increase droughts that poorer countries such as Kenya cannot cope with as easily as richer countries who can afford elaborate irrigation schemes.

- (d) Investing in renewable energy is the best way to combat climate change. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy / dilemma is recognised	The dilemma is understood and an evaluation is made based on evidence
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Indicative content: Advantages of solar, wind or tide would include no pollution, tried and tested technology.

Alternatives would include nuclear energy saving measures in industry or the home.

For L2 elaboration of advantages of both needed whilst L3 would require a justified comparison and may refer to levels of development or physical characteristics of different places.

GCSE Humanities
4322/01 THE UK, 1939-1974

SECTION A

Question 1

(a) Give **two** examples of convenience foods sold in the UK in the 1950s and 1960s. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: Credit generic items - e.g. tinned food (1), frozen food (1), ready meals (1), or credit specific items - tea bags (1), fish fingers (1), Vesta curries (1), etc.

(b) Describe how children spent their leisure time in the 1950s and 1960s. [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: Toys; might mention that boys and girls had different toys (trains sets, dolls, etc.) or that many children played outdoors and made their own toys such as soap-box carts or skipping games - also the rise of new types of toys like Barbie for girls or unisex toys like the Space Hopper and Lego; membership of youth organisations like Cubs, Scouts, Brownies, Guides, Boys brigade etc.; TV specifically for children or visiting the cinema for the Saturday matinee; comics like the Eagle; changes in food eg sweets and the end of rationing, crisps or newer products like canned fizzy drinks.

DO NOT CREDIT responses about evacuation or the end of bombing (1940s)

(c) How useful is Source A to an historian studying changing musical styles in the UK during the 1950s and 1960s?. In your answer you should consider the content and origin of the source. [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 and origin / purpose. 4 marks for a balanced consideration where the content and origin of the source are discussed.

Indicative content:

Useful the Beatles were a very popular band in the 1960s; shows their energetic singing and playing style and that Paul McCartney and John Lennon were members. of the Beatles.

Possible limitations of the source - it does not show other popular bands or artists, e.g. Kinks, Rolling Stones (1960s) or Cliff Richard and the Shadows (1950s); limited to one particular moment in 1960s and does not say anything about the 1950s or what came after 1964;

Origins - paper wants to get readers and would put pictures of, and stories about, popular artists in to get more readers; paper is Liverpool Echo and could be biased about the Beatles who were from Liverpool.

(d) Explain why civil unrest in Northern Ireland was so difficult to resolve.

[6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content:

Low level answers will describe civil unrest – civil rights marches, rioting, Bloody Sunday, “The Troubles”, arson, assassinations, etc.

Higher level responses will look to give reasons to explain unrest – the incompatible objectives of the Unionists (keep Northern Ireland in the UK) and the Nationalists (allow Northern Ireland to join the Republic of Ireland); long histories of disputes between the Unionist/Protestant and Nationalist/Catholic groups going back hundreds of years; escalation from peaceful civil rights marches in 1968 to riots, e.g. Bogside in 1969 to the deployment of British troops to keep the peace and the growing IRA campaign of terror; when attempts were made to solve issues Nationalists criticised them for not going far enough and Unionists criticised them for going too far; Nationalists had no faith in the government of Northern Ireland but Unionists would not agree to power-sharing.

Level 2 and Level 3 answers will develop these points into full reasons.

DO NOT CREDIT references to events involving Northern Ireland beyond 1974 (final date covered by the specification).

- (e) Why do sources B and C give different views about the generation gap between young people and their parents in the 1960s? In your answer you should consider both the content of the sources and their authorship. [6]

AO1	AO2	AO3	total
2	0	4	6

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

Indicative content:

Source B is based on the memories of a girl who was a teenager growing up in the 1960s and describes clearly her attitude towards her parents and their values; as the interview was given after events she may have forgotten some of the details. History textbook in Source C is based on evidence, research and has the advantage of hindsight; the author is less likely to be biased or emotionally involved in the topic and has to be more factually correct as it is in a school textbook which will be checked for accuracy, although the author's conclusion may have been simplified for the audience. Source B's experience was individual to herself and is not necessarily similar to the experience of other people. Source C is trying to give an overview of a wide range of different experiences.

- (f) “Growing affluence had the biggest impact on people’s lives in the UK in the 1950s and 1960s”. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

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

Agrees – growing affluence enabled people to buy TVs, new music and fashion; allowed young people and women more independence than they had had previously

Outlines other developments - rising popularity of television, impact of changes in musical styles and popularity of new music in 1950s and 1960s; changing lives of women, protest, the permissive society and more liberal attitudes

May point out that links to other areas of this spec eg. rising affluence and consumerism

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** features of the Welfare State. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: for example - National Health Service (1), Family Allowance (1), National Insurance (1), National Assistance (1), raising school leaving age to 15 (1), tripartate school system(1), New Towns Act (1), building more council houses (1).

- (b) Describe the Profumo Scandal. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content: The immediate scandal - in 1963 John Profumo was having an affair with the prostitute Christine Keeler; one of her other clients was a Russian military adviser and possible spy, Yevgeny Ivanov; when this came to light people wondered if British nuclear secrets had been passed to the Russians. Implications of the scandal - when asked about this in Parliament Profumo lied and said it was not true. When evidence emerged to show the affair had happened he was forced to resign. The Conservative PM Macmillan retired soon after under the pressures of the attention the scandal brought and the Conservatives went on to lose the 1964 election.

- (c) Explain why many people supported Labour's policy of nationalising a number of UK industries after 1945. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content: Low level answers will focus on a description of nationalisation – coal; transport; iron/steel etc. Better answers will look as to reasons why people supported these policies – after problems of the 1930s the idea that the state and not shareholders would determine the fate of businesses was attractive to many; the state would run industries for the benefit of the people not shareholders; material benefits like the extension of the gas network and electrification of rural areas; people hoped that nationalisation would bring better pay and better working conditions; the prospects of modernising struggling industries was also attractive to many people
Level 2 and Level 3 answers will develop these points into full reasons

- (d) “Austerity and the continuation of rationing were the most important influences on the lives of the people of the United Kingdom between 1945 and 1974” To what extent do you agree with this statement [8]

AO1	AO2	AO3	total
3	3	2	8

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

Indicative content:

Agrees - rationing and austerity measures increased after the war ended eg. bread, petrol, etc.

Outlines other developments - nationalisation, introduction of the Welfare State, economic recovery

May consider that while austerity and rationing were important in the 1940s and early 50s by the end of the 1950s and into the 1960s rationing was ended and consumerism had become more important

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

Question 3

- (a) Give **two** methods used to protect civilians from German air raids during the Second World War. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: shelters (1) (Anderson, Morrison, public shelters, using the Underground can each be credited separately); ARP wardens (1), sirens (1) and the blackout (1)..

- (b) Describe how children were evacuated during the Second World War. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content: "Operation Pied Pier", a voluntary government scheme set up in the summer of 1939, before war had even been declared; children were to be evacuated from industrial areas and cities to safer reception areas in the countryside, along with mothers accompanying small children and teachers; host families were to look after evacuated children and local schools were to run classes for them; given tags to identify them and transported to reception areas by coach or train.

- (c) Explain why the UK government used propaganda during the Second World War. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content: Low level answers will describe government campaigns, e.g. Dig for Victory, Keep Calm and Carry ON, etc.; more sophisticated answers will consider the issue of maintaining morale and ensuring commitment to the war effort; highest level answers should consider the promotion of important government schemes, e.g. rationing and need to increase food supply, promotion of evacuation and air raid protection measures to minimise casualties, maintained a state of alertness and looking out for German spies, etc.

- (d) “The work done by women was the most important part of the war effort in the UK during the Second World War”. To what extent do you agree with this statement. [8]

AO1	AO2	AO3	total
3	3	2	8

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

Indicative content:

Agrees - the importance of women working in armaments factories, Land Army, but also in the services WAAFs and WRENS; keeping home and family life going during the absence of men in the armed forces and merchant navy

Outlines other developments - air raid measures to protect civilians during the Blitz, propaganda keeping up public morale, rationing and “Dig for Britain” keeping Britain fed

May distinguish between different aspects of women’s contribution to the war effort
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 - 1975

SECTION A

Question 1

- (a) Give **two** forms of popular entertainment in the USA in the 1950s and 1960s. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: radio (1), listening to music (1), watching television (1), going to the cinema (1).

- (b) Describe main events of the Watergate Scandal. [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: *Break in - Democratic offices 17th June 1972; 5 burglars caught installing bugging devices; all worked for CREEP, i.e. the Republican Party, led by James McCord.*

Cover-up - Nixon pays burglars not to implicate him in burglary; interferes in FBI investigation.

Investigation - Congress investigates Nixon's role, threatening him with the impeachment; two Washington Post journalists are told by a secret informer called Deep Throat that Nixon has evidence of his knowledge of the burglary; Smoking Gun tapes reveal Nixon's role in the break-in Nixon becomes the first US president to resign the office.

- (c) How useful is Source A to an historian studying the methods used by the women's liberation movement?. In your answer you should consider the content and origin of the source. [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 and origin / purpose. 4 marks for a balanced consideration where the content and origin of the source are discussed.

Indicative content: Useful - Betty Friedan was a women's liberation supporter who gave speeches to promote women's liberation

Possible limitations of the source - focuses only on one women's liberation campaigner; does not explain Friedan's ideas (Betty Friedan wrote a very influential book "The Feminine Mystique" (1963) which said that society held women back from achieving more with their lives); does not consider other women's lib activities such as protest marches or organisations such as NOW

Origins - as a newspaper photograph was taken to publicise a story about women's liberation; taken in 1970 at the peak of women's liberation activity.

- (d) Explain why the prosperity of many people in USA increased between 1945 and 1975. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content: Low level answers will focus on the trappings of consumerism - cars, houses in the suburbs, television sets, etc. Better answers will consider USA's economic advantages and affluence following the Second World War, the role of the consumer cycle and advertising, the influence of presidential policies on widening economic opportunities, e.g. Johnson's Great Society.

- (e) Why do Sources B and C give different views about President Johnson's Great Society programme? In your answer you should consider both the content of the sources and their authorship. [6]

AO1	AO2	AO3	total
2	0	4	6

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

Indicative content: Source B is President Johnson promoting his own policy. He wants people to understand what he wants to achieve by it and he is trying to persuade his fellow politicians to support it. Source C is the author of a GCSE History textbook trying to use the vast array of sources of information at their disposal to give an unbiased judgement about the significance of the Great Society programme looking back with the advantage of hindsight, using the evidence of what actually happened to produce their interpretation.

- (f) "The lives of young people changed more than any other group of people in the USA between 1945 and 1975". To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

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

Indicative content:

Agrees - consumerism and rise in young people's affluence - music, television and films all directed at the youth market, freedom offered by better job opportunities and also better education prospects

Outlines other developments - changing lives of women and black people, affluence and consumerism improving the lives of 75% of American people

May argue that children from more affluent families may have seen their lives improve more than those from poorer families

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** features of the Space Race. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: space race between USA and USSR to control/exploit space (1), launching satellites and space stations (1); sending animals into orbit (1); sending humans into orbit (1); space walking (1); sending men to the Moon (1).

- (b) Describe the main events of the Cuban Missile Crisis [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content: USSR put nuclear missile bases on Cuba and was sending missiles there on ships across the Atlantic in October 1962. A US U2 spy plane photographed the launch sites for the missiles; Kennedy and advisers spent 13 days going over all of the options, then he went on television to announce USA would blockade Cuba with its navy to prevent the missiles reaching it; US troops also put on standby. Kennedy and Khrushchev exchange letters and agree to remove missiles from Cuba and Turkey. Soviet ships slow down and turn around without challenging the blockade DO NOT CREDIT explanations for the Crisis or descriptions of its aftermath/consequences.

- (c) Explain why the USA became involved in the war in Vietnam. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content: Success of the communist Viet Minh against Japanese occupation and then French colonialism; Geneva conference and division of Vietnam into communist North and a more pro-capitalist South after US intervention; communist Viet Cong guerillas from the North begin campaign against corrupt regime of President Diem in the South whose pro-Catholic policies upset the poor Buddhists; USA becomes concerned about Domino Theory, that South Vietnam and other countries in the region could fall to Communism so Truman Doctrine sees thousands of US "advisers" sent to help South Vietnamese army; attack on USS Maddox in Gulf of Tonkin leads to huge escalation of US Military involvement. DO NOT CREDIT answers which focus on how the war was fought

- (d) “Ideological differences were the most important cause of tension between the USA and the USSR in the period 1945-75” How far do you agree with this statement? (8)

AO1	AO2	AO3	total
3	3	2	8

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

Indicative content:

Agrees – ideological difference of communism and capitalism; differences that lead to Soviet takeover of eastern Europe and conflict over Berlin; behind intervention in Cuba and Vietnam

Outlines other developments - nuclear arms race resulting in the possibility of any Cold War conflict escalating to M.A.D. (mutually assured destruction); local instability and conflicts drawing USA into conflict in Cuba and Vietnam

May point out that it was fear of each other's intentions rather than genuine threat that brought about the Cold War

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 features of the 1964 Civil Rights Act. [2]

AO1	AO2	AO3	total
2	0	0	2

Points marking: racial discrimination outlawed in jobs (1), public places likes restaurants (1), hotels (1), theatres(1), set up the Equal Employment Opportunity Commission to enforce this (1); further encouraged the desegregation of schools (1).

- (b) Describe non-violent methods used by the Civil Rights movement. [4]

AO1	AO2	AO3	total
3	1	0	4

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

Indicative content: Non-violent protest - marches, sit-ins, speeches; getting publicity without resorting to violence or extremism. Examples like Montgomery bus boycott, Freedom Riders Greensboro sit-ins, March on Washington. Civil Rights organisations like NAACP, CORE, SCLC. Using legal means to challenge segregation eg. Linda Brown case.

- (c) Explain why many black people supported the Black Power Movement. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content: Simplistic answers will name Malcolm X and vaguely describe violent protests. Better answers will talk about how Black Americans were the victims of intimidation by organisations like the KKK and discrimination, through segregation and more general racist attitudes. the Black Panthers were formed to protect black communities from intimidation and violence. Black Power groups like Nation of Islam offered ways to get black people civil rights through separation from white people. Powerful speakers like Malcolm X and Stokely Carmichael spread these ideas, and celebrity support from musicians like James Brown and sportsmen like Tommy Smith spread these ideas to an even wider audience. Young black people in the cities found the Southern Christian approach to civil rights too slow and supported Black Power because it promised them what they wanted sooner and without having to make compromises with white Americans. DO NOT CREDIT answers that talk about peaceful protests, the Civil Rights Movement or Martin Luther King - this is not Black Power.

- (d) “President Johnson was more important in achieving equal civil rights for black Americans than any other leader”. To what extent do you agree with this statement.

[8]

AO1	AO2	AO3	total
3	3	2	8

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

Indicative content:

Agrees – Lyndon Johnson got the Civil Rights legislation through a reluctant Congress in 1964, 1965 and 1968

Outlines other issues - Martin Luther King and peaceful protests that gained support from many white Americans ; role of other Civil Rights campaigners eg. Rosa Parks; Black Power campaigners like Malcolm X, Stokely Carmichael; other supportive presidents like Eisenhower and Kenned

May consider that it was ultimately the presidents who had to get Congress to pass the civil rights laws rather than the civil rights campaigners who were the most important

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

GCSE Humanities 2015

4323/01 CHRISTIANITY AND CONTEMPORARY LIFESTYLES

SECTION A

Question 1

This question is about Christian beliefs and practices in contemporary society.

- (a) Use Source A and your knowledge to describe Christian beliefs about God. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: 1 mark for correct point from source e.g. mentions Father, Son, Holy Spirit/Shamrock as representation. 1 mark for correct point from own knowledge e.g. mentions Trinity/ all part of one God, not one another, role of each. Responses may refer to other beliefs about God, for example, omnipotent.

- (b) Describe ways in which one Christian festival is celebrated by Christians in the UK today. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content: Expect Christmas/Easter

L1 – May list key elements of a celebration e.g. midnight mass/Christmas service/Easter (or Paschal) vigil/Eucharist service. Or a basic description of an aspect of a celebration, non-religious aspects may also be mentioned. May mention lent or advent.

L2 – May describe more than one aspect e.g. The Easter vigil takes place during the hours of darkness between Holy Saturday and Easter Sunday, the Eucharist service takes place on Easter Sunday to celebrate the resurrection/ Many Christians attend midnight mass, where carols are sung, a church service is held on Christmas morning where the congregation are sent out to serve others. One aspect may be described in detail e.g. The Easter vigil is the most important service of the year for many Christians. They usually meet late on Easter Saturday to see in the new day. ‘Aleluia’ is said in the service for the first time since the start of Lent. Lent and Advent may be described and should be credited, although for the highest mark there should be some account of the actual festival. Non-religious aspects of the celebration may also be mentioned, but for L2 there must be some description of Christian elements of the celebration. Linking social aspects of the celebration explicitly to Christian practices.

- (c) Use Source B and your knowledge to describe the Eucharist service. [4]

AO1	AO2	AO3	total
2	0	2	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Likely to give a simple description of the source. No elaboration. Max 2 marks for knowledge/source only.	Description uses source and own knowledge. For 4 marks there is elaboration showing own knowledge and understanding.

Indicative content:

L1 – May describe the image: cup, wafer, minister gives bread/wafer, or make simple points from own knowledge e.g. wine (or juice) is given, in a church, led by the minister, kneeling etc.

LS – uses both source and knowledge (Correct use of terminology for things visible in the source should be credited as using source and knowledge if the response ‘describes’ rather than lists). Expect a description of the service e.g. the minister blesses the bread and the wine. The congregation come out to the communion rail and kneel. The minister gives the bread saying ‘the body of Christ’ and the wine saying ‘the blood of Christ’.

- (d) Describe how a Christian might follow the teachings and example of Jesus in the UK today. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content:

L1 – May make simple points about Christian life e.g. go to church, help others, become a monk or nun.

L2 – May explain that Jesus taught and showed that it was important to help others and so they could follow Jesus’ example by giving time or money to charity, Christians should pray so they could attend church or worship God in private, Christians could follow Jesus’ teaching in their personal relationships, choose a job which helps others, try not to be greedy etc.

L3 – Should explain several points, making reference to religious ideas and concepts. E.g. The Bible says ‘Love your neighbour’. Christians could do this by giving time or money to charity, or through doing a job which helps other people. They should try to treat all people with respect. Jesus treated all people as equals. Christians could follow his example by doing likewise and not making judgements of others. Jesus taught about forgiveness. Christians should show forgiveness and ‘turn the other cheek’.

- (e) Use **both** sources C and D, **and your own knowledge** to explain why Christians choose to worship in different ways. [6]

AO1	AO2	AO3	total
2	2	2	6

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

Indicative content:

L1 – May describe the images or paraphrase the sources or give basic knowledge e.g. description of charismatic/sacramental worship: singing, dancing, no set pattern etc/hymns, set pattern, sermon, prayers, responses.

L2 – Must use at least one source and own knowledge e.g. describes something from the text (enjoy dancing & free worship/enjoy hymns and sermon) and goes on to suggest reasons (Know what to expect, enjoy set pattern, sermon is good etc/Like to worship in a personal way free to express feelings, importance of Holy Spirit etc). May give a basic account of both views or a more detailed account of one view.

L3 – Will look at both viewpoints and refer to both sources or their attributions and provide knowledge. E.g. Source C shows that the person enjoys to worship in a free and lively way, this is charismatic worship. Many people enjoy this because it reflects their relationship with God/it is very open to the fruits of the Spirit and many people find it invigorating. In Source D the person enjoys the more traditional hymns, this is sacramental worship. Many people enjoy following this tradition, knowing that it has been the same all of their lives/Many find that taking the Eucharist gives them a renewed faith.

- (f) 'Times have changed. Bible teachings written over 2000 years ago have no relevance to life in the UK today'. To what extent do you agree with the statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	Understands that there are arguments for and against the issue.	A full understanding for and against the issue and a judgement is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	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. They are out of date because they are old, fewer Christians, modern life is different/They are still useful, people still believe in them 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.

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:

Society was very different when the Bible was written. Many of the teachings are out of date because life is different. Teachings from the Sermon on the Mount e.g. about divorce, anger, lust etc are impossible in the modern world. There are fewer Christians in the UK than there used to be and so Christian teachings are not as relevant, especially those about God and prayer. The law tells people how to behave. Science has all the answers. Modern media does not tend towards Christian teachings. Teachings about wealth don't fit with modern life '...eye of a needle'. People want material things. Values have changed.

May refer to teachings from other LO's e.g teachings on relationships, contraception, abortion, which they consider to be out of date.

Likely arguments against:

Many teachings are timeless, 'Love your neighbour', 'turn the other cheek', 'Love one another', 'The love of money is the root of all evil'. If people followed the teachings society would be better. Teachings offer hope to people who suffer, the 'Beatitudes'. Lots of people still believe in them, church attendance may have declined but many people worship in private. They offer guidance for a good moral life, even for people who are not religious. Many Christians interpret the Bible so that it is relevant to modern life. Many laws are based on Christian teachings.

May refer to teachings from other LO's e.g. teachings on prejudice and racism, stewardship etc.

SECTION B

Question 2

This question is about Christian beliefs and attitudes towards relationships.

- (a) Use sources A and B to describe the role of the Christian minister. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: 1 mark per accurate point from source e.g. Christian ministers do different things like preach, deliver sermons, lead ceremonies, and act as pastors to the armed forces. Credit references to religious and pastoral roles of ministers.

- (b) Describe a Christian marriage ceremony. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

L1 – May mention key elements e.g. vows, rings, minister, church or describe one element e.g. ‘to love and to cherish...till death us do part’

L2 – Should describe Christian marriage ceremony.

Introduction explains Christian marriage. Questions asked to ensure the marriage is legal.

Vows – promises which the bride and groom make committing themselves to one another.

Rings – exchanged.

Official statement for the bride and groom are now married.

Prayers and blessings for the couple and then for the whole congregation.

Signing of the marriage register, and receiving of the marriage certificate – a legal requirement.

- (c) Choose an example of a Christian individual or organisation that you have studied. Describe how they have responded to the issue of poverty. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Description	Basic description with little or no elaboration or simple list of points.	Description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	Detailed description with more than one accurate point. Elaboration of one or more points using accurate knowledge.

Indicative content: Expect Christian Aid/Mother Teresa but credit other relevant responses.

Christian Aid

L1 – May describe one aspect of Christian Aid work e.g. Build toilets for people living on slums or list e.g. work in poor countries, give food/water, teach people etc. or make generalised statements, e.g. pray, collect money.

L2 – May mention individual projects e.g. Setting up a community drama project, bring people together who had been fighting or different types of aid, e.g. emergency relief, development work, education.

L3 – Should be detailed e.g. Christian Aid works in many of the world’s poorest countries to try to overcome poverty. They offer emergency relief to help after a crisis but most of the money goes into development work. May explain the rationale ‘Give a man a fish...’ or focus on a project and say how it has helped. May mention moral support offered, working with partnership churches. Links with Christian teachings, ‘love your neighbour’.

- (d) 'Christian teachings on family life are not relevant in the modern world'. To what extent do you agree with the statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative.	Understands that there are arguments for and against the issue.	A full understanding for and against the issue and a judgement is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	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. list different types of family, mention Christian idea that family is important.

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.

Expect knowledge and understanding of Christian teachings about family life e.g. marriage is part of God's plan, humans were told to 'go forth and multiply', the Bible gives guidance on family life etc.

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

Likely arguments for:

Christian teachings are based on two parents, preferably married, different family types are not mentioned in the Bible, many people do not want to get married, many married couples don't want to have children, society has changed, family life reflects this, less people follow Christian teachings, few people care for elderly relatives in the modern world, Christian teachings are suited to life in an extended family, teachings are not relevant.

Likely arguments against:

Christian teachings provide for a stable family, two parents is good because it offers two role models, the Bible explains to Christians how they should treat their family - if these are followed relationships should be harmonious, different family types may still find comfort and guidance in Christian teachings. Family life is protection against troubles in society. Family life discourages anti-social behaviour.

May focus on one or two key teachings:

In the Bible it says that people are expected to marry (See Mark 10: 6-9)

All churches encourage marriage although many accept that couples choose to live together without being married or 'cohabit', the Church of England hope that this is a 'step along the way to the fuller commitment of marriage'.

The Roman Catholic Church however does not accept cohabiting couples, seeing sex outside of marriage as 'always constitutes a grave sin'. They do not accept that it helps to prepare a couple for marriage; it should be all or nothing.

Exodus 20:12

'Honour your father and your mother'.

Exodus 20:14

'You shall not commit adultery'.

The Bible teaches that it is the responsibility of children to care for their parents when they are old, Christians are told that they should not try to escape the burden, Mark 7: 10-13.

Question 3

This question is about Christian attitudes to contemporary problems.

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

AO1	AO2	AO3	total
0	0	2	2

Point marking: 1 mark per accurate point from the source, e.g. they campaign, they give speeches, they have posters etc. Credit Christian beliefs that are interpreted from the source, for example, Christians believe racism is wrong.

- (b) Describe Christian attitudes towards abortion. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

L1 – May make basic statements e.g. Some Christians support abortion/Don't allow abortions/Christians should not take a life/Do not kill etc.

L2 – Should describe Christian attitudes, may describe the attitudes of some Christians that abortion is the better of two evils in some circumstances, some Christians who believe that it is never acceptable. May refer to Bible, e.g. 'Do not kill' or Church teachings e.g. Roman Catholic Church does not allow abortion in any circumstances. Methodist, Church of England and other churches allow abortions in some circumstances, e.g. where there would otherwise be harm to the mother.

- (c) Describe Christian attitudes to exploitation of the planet. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content:

L1 – Expect basic description of Christian attitudes e.g. Christians should look after the planet or a description of the things that a Christian might do e.g. Christians should recycle/get involved in conservation etc.

L2 – May describe Christian beliefs e.g. God created the planet and gave it to humans, they are supposed to care for it. May mention Genesis; ‘dominion’ etc. May explain the idea of stewardship e.g. the world is given to humans on loan, they must look after it because it belongs to God.

L3 – Expect detail e.g. God created the planet, carefully making each part ‘good’, it was then given to humans to care for on his behalf so Christians see this as their responsibility. Humans were told to rule over the planet, the Bible teaches about how to rule wisely. Reference to Bible or church teachings e.g. Psalms 104: 25-30. In wisdom you made them all, the earth is full of your creatures...

John 1:3. Through him all things were made; without him nothing was made that has been made.

Colossians 1:16-17. All things were created by him and for him. He is before all things and in him all things hold together.

- (d) 'Contraception is a matter of personal choice, church teachings on the issue were not relevant'. To what extent do you agree with the statement? [8]

AO1	AO2	AO3	total
3	3	2	8

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

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.

Expect some knowledge of Christian viewpoints.

L3 – Explains arguments for and against the statement.

At this level expect knowledge of different Christian viewpoints e.g. the Roman Catholic Church does not allow the use of artificial contraception because every sexual act should be open to pregnancy. God will decide the outcome. The Church of England accepts the use of contraception within committed relationships and encourages sensible family planning. Both churches are against the use of contraception if it encourages promiscuity.

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

Likely arguments for:

It is a personal matter, the Bible doesn't teach about it so why should the churches, family planning is important to make sure that children are loved and cared for, it has nothing to do with being religious, contraception can stop the spread of diseases, fewer people follow Christian teachings, many Christians ignore teachings on this issue. Modern life is different, Christian teachings are out of date. Teenage pregnancies and single parents would rise in number if everyone followed the Catholic teachings. Some people never want to have children. Hereditary diseases.

Likely arguments against:

If you are religious you should follow the teachings, if you are a Christian then you should trust in the will of God, many people want guidance on difficult decisions, there are a range of Christian teachings, they cannot all be relevant. Using contraception is playing God. If you are a Christian then you should only be having sex within a committed relationship. Children are part of God's plan.

GCSE Humanities

4323/02 Christianity and Judaism

SECTION A

Question 1

This question is about similarities and differences of attitudes of different religions in the modern world.

- (a) Use source A and your knowledge to describe Jewish attitudes towards care for others. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: 1 mark for correct point from source, e.g. distributing food, Passover 1 mark for correct point from own knowledge e.g. Helping others is important, there are many teachings in the Torah about helping others.

- (b) Describe the work done by 'World Jewish Relief' to overcome poverty. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

L1 – May make simple points e.g. help people after a disaster, provide food and shelter, help people to access a better life, campaign etc.

L2 – More detailed description e.g. WJR work mainly in the former Soviet Union to provide homecare, food, winter relief and medical support to the elderly, families with young children and those living with disability, whose household income levels are insufficient to meet their most basic requirements. May refer to 'Gifts in Kind', sourcing new and nearly new clothing and other key goods in the UK>

Candidates may describe a particular project, further information on the work of World Jewish Relief: <https://www.wjr.org.uk/>

- (c) Use source B and your own knowledge to describe Jewish attitudes towards divorce. [4]

AO1	AO2	AO3	total
2	1	1	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Likely to give a simple description of the source. No elaboration. Max 2 marks for knowledge/source only.	Description uses source and own knowledge. For 4 marks there is elaboration showing own knowledge and understanding.

Indicative content:

L1 – may paraphrase the source, or make basic points from own knowledge e.g. divorce is allowed, divorce is seen as sad.

L2 – Uses both source and knowledge e.g. The source shows that a man can divorce his wife, a woman can also apply for a ‘get’ (divorce). The couple must try reconciliation first, although it is seen as a sad thing if the couple no longer love each other then they should divorce and it is not a disgrace, people are encouraged to remarry.

- (d) Explain Christian beliefs about wealth and poverty. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Max 3 marks for a simple list of reasons with no elaboration. 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 - May describe Christian ideas about wealth e.g. Christians shouldn't be wealthy, Wealth can help people or poverty e.g. Christians should care for the poor.

L2 - Should give some explanation e.g. ‘eye of a needle’ shows that Christians shouldn't be wealthy, poverty e.g. ‘love your neighbour’ shows that Christians should care for the poor. ‘The love of money is the root of all evil’ shows that Christians should not seek wealth. Parable of the Sheep and the Goats shows that helping others is like helping God etc.

L3 – Should explain several points, expect reference to both wealth and poverty e.g. as L2. Candidates may refer to the way that Jesus lived his life, he was poor and had few possessions, he taught about the importance of serving others. May note that there are more teachings about helping others in the Bible than anything else.

- (e) Use both sources C and D and your own knowledge to explain why Jews have different attitudes towards marrying within the faith. [6]

AO1	AO2	AO3	total
2	2	2	6

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

Indicative content:

L1 – May paraphrase one or both sources or make basic points e.g. marriage is important to Jews, many will marry within the faith.

L2 – May focus on one view e.g. Source C shows that Jews should marry within the faith, many Jewish people will do this as it is the basis for a religious family. If children are to be brought up within the faith then both parents must be Jewish. Or give a simple account of both views e.g. Source C shows that Jewish people should marry within the faith this is so that they can have a Jewish family, source D shows that many Jews do not marry within the faith, Orthodox Jews do not support this but in the modern world it is a choice that many will make. May discuss other teachings about marriage e.g. ‘Do not commit adultery’, marriage is part of God’s plan etc.

L3 – Will look at both viewpoints and refer to both sources or their attributions. May offer a range of reasons in support of both views (e.g. as above) or give an account of Orthodox and Reform attitudes, e.g. many Reform Jews will marry outside the faith because they want the marriage to work and the person they love is not Jewish, but Orthodox Jews will generally marry within the faith to keep the traditional faith strong. May discuss other teachings about marriage.

- (f) 'Religious teachings on family life are not relevant in the modern world'. To what extent do you agree with the statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	Understands that there are arguments for and against the issue.	A full understanding for and against the issue and a judgement is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7- 8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	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. There are lots of family types – may list, religious teachings are out of date, some people follow the teachings.

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.

Likely arguments for:

There are so many different family types, religious teachings are based on two parents, preferably married, different family types are not mentioned in the Bible. Torah, many people do not want to get married, many married couples don't want to have children, society has changed, family life reflects this, less people follow religious teachings, few people care for elderly relatives in the modern world, religious teachings are suited to life in an extended family, teachings are not relevant.

Likely arguments against:

Christian teachings provide for a stable family, two parents is good because it offers two role models, the Bible explains to Christians how they should treat their family – if these are followed relationships should be harmonious, different family types may still find comfort and guidance in Christian teachings. The family is where religious beliefs are passed on. Much Jewish religious life is centred around the home and family (Shabbat, Passover meal etc). Family values are timeless.

Likely reference to religious teachings:

In the Bible it says that people are expected to marry (See Mark 10:6-9)

Exodus 20:12

'Honour your father and your mother'

Exodus 20:14

'You shall not commit adultery'

*'Your Lord has commanded that you worship none but Him and that you be kind to your parents. If one of them or both of them reach old age with you, do not say to them a word of disrespect...and act humbly to them in mercy'.
(Surah 17:23-24)*

SECTION B

Question 2

This question is about how people of different cultures relate to each other.

- (a) Use Source A to describe Christian beliefs about God. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: 1 mark per accurate point from source/attribution. E.g. Trinity, The Father, The Son, The Holy Spirit, the Father is not the Son etc.

- (b) Describe Jewish beliefs about God. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

L1 – May make basic points e.g. there is one God, God created the universe.

L2 – May describe beliefs e.g. There is one God, often described as Adonai, to show God's mercy. The Shema states that God is one. Jews believe that God created the universe, but that all Jews can have a relationship with God. Jews believe that God acts in the world.

- (c) Explain why the teachings given at the Sermon on the Mount are important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	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 – May describe elements of the Sermon on the Mount e.g. The Beatitudes, The Lord’s prayer, etc. or make basic points e.g. Bible teachings are important to Christians.

L2 – May explain why the teachings are important e.g. Jesus gave these teachings directly. May refer to specific teachings e.g. Jesus taught his followers to turn the other cheek, Jesus gave blessings to the outcasts of the time. May explain the importance of one or more teaching e.g. The Beatitudes give hope to people who suffer.

L3 – May give a more detailed explanation e.g. Jesus gave these teachings and they are at the heart of Christianity, they offer guidance in terms of behaviour and prayer. May refer to specific teachings and suggest their importance e.g. The Beatitudes were blessings for the people who society did not care for, this changed ideas about heaven, Jesus welcomed the poorest and lowliest people.

(d) ‘There is no need for holy buildings in the UK today’. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	Understands that there are arguments for and against the issue.	A full understanding for and against the issue and a judgement is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	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. Holy buildings are/are not important. People don't go into Holy buildings often 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.

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:

Less people go to Church, less people are religious, pressures of work make it impossible to get time off to worship, more leisure activities available on holy days, pressures of family life making it difficult to find time, buildings are used for lots of things that are not religious, other buildings in the community are more important.

Likely arguments against:

Remain important to religious people, attendance at worship and festivals, central to the faith, importance of celebrating rites of passage in a holy building, offer a place of quiet when the world is so busy, meeting place for people with shared beliefs where mutual support may be offered, important source of guidance, importance of money raised etc. May discuss the importance of particular ceremonies of festivals which take place in holy buildings.

Question 3

- (a) Use source A to describe a Christening ceremony. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: 1 mark per accurate point from the source e.g. Minister, font, water, parents, baby.

- (b) Describe the Jewish coming of age ceremony. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

Responses may describe the celebration of bar mitzvah for boys at age of 13 and/or bat mitzvah for girls at age of 12.

- (c) Explain why Easter is important to Christians.. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content:

L1 – May describe elements of one of both celebrations e.g. church services, midnight mass, advent etc.

L2 – Expect reference to what is being celebrated e.g. the birth of Jesus, the death and resurrection of Jesus. May explain the importance e.g. The resurrection is at the centre of Christianity, without this Christianity would not exist/if Jesus had not been born then Christianity would not exist.

L3 – Expect understanding of religious ideas e.g. Jesus gave up his life willingly, for the benefit of humankind, this sacrifice is at the heart of Christian beliefs. Through this act humans are able to get to heaven. The birth of Jesus is important, he was born of a virgin mother, this was a miracle and a sign that he was the Messiah.

- (d) 'The pressures of life in the UK today make it impossible for people to follow their religions properly'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

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

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.

Likely arguments for:

Pressures of work, limitations placed on time by busy lifestyles, culture of materialism, influence of the media and advertising, different values, less people are religious – secular society, commercialisation of festivals, influences of different religions, stress, financial worries or other problems created by modern life.

Candidates may discuss issues such as the strict clothing worn by ultra-orthodox Jews, adherence to food laws etc and the difficulties which might be faced.

Likely arguments against:

Many people attend places of worship, many take part in religious festivals, importance of celebrating rites of passage and bringing up children within a faith, many people engage in private worship which can take place at any time, pressures of modern life make religion even more important, religious schools and support offered by religious organisations, many people follow their faith in the way they live their life.

GCSE Humanities

4323/03 Christianity and Islam

SECTION A

Question 1

This question is about similarities and differences of attitudes of different religions in the modern world.

- (a) Use source A and your own knowledge to describe Islamic attitudes towards care for others. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: 1 mark for correct point from source e.g. Muslims give Zakat/Zakah. Zakat is alms, Zakat is an offering of money. 1 mark for correct point from own knowledge e.g. One of the five pillars, it is a duty. Muslims may also give to charity. Zakat helps the poor.

- (b) Describe the work done by the Red Crescent to overcome poverty. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

L1 – May make simple points e.g. help people after a disaster, provide food and shelter, help people to access a better life, campaign etc.

L2 – More detailed description e.g. The Red Crescent has three main areas, disaster response helping people immediately after a crisis, development work to help people to benefit in the long term and working to bring about peaceful relations between people. May refer to the motto: ‘saving lives and changing minds’.

Candidates may describe a particular project, further information on the work of the Red Crescent: <http://www.ifrc.org/en/what-we-do/>

(c) Use source B and your knowledge to describe Islamic attitudes towards divorce. [4]

AO1	AO2	AO3	total
2	1	1	4

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

Indicative content:

L1 – May paraphrase the source, or make basic points from own knowledge e.g. divorce is not common, it is allowed, marriage is for life.

L2 – Uses both source and knowledge e.g. the source shows that although Allah allows divorce, Allah does not like it and so it is seen as a last resort. May note that marriage is a legal contract which can be ended/reconciliation should be attempted during a period of three months/a man cannot seek a divorce until it is certain that the wife is not pregnant. Divorce is not common because it is seen as shameful.

(d) Explain Christian beliefs about wealth and poverty. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Max 3 marks for a simple list of reasons with no elaboration. 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 – May describe Christian ideas about wealth e.g. Christians shouldn't be wealthy. Wealth can help people or poverty e.g. Christians should care for the poor.

L2 - Should give some explanation e.g. 'eye of a needle' shows that Christians shouldn't be wealthy, poverty e.g. 'love your neighbour' shows that Christians should care for the poor. 'The love of money is the root of all evil' shows that Christians should not seek wealth. Parable of the Sheep and the Goats shows that helping others is like helping God etc.

L3 – Should explain several points, expect reference to both wealth and poverty e.g. as L2. Candidates may refer to the way that Jesus lived his life, he was poor and had few possessions, he taught about the importance of serving others. May note that there are more teachings about helping others in the Bible than anything else.

- (e) Use both sources C and D and your own knowledge to explain why Muslims have developed different attitudes towards arranged marriage. [6]

AO1	AO2	AO3	total
2	2	2	6

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

Indicative content:

L1 – May describe or or both sources e.g. May describe arrange marriage.

L2 – May describe source e.g. Source C says that it produces stable and happy marriages with few divorces, and include knowledge e.g. maybe because parents know their child and find a good match. The young Muslim from Cardiff (source D) does not want an arranged marriage, maybe because they want to meet someone and fall in love.

L3 – Will look at both viewpoints and refer to both sources or their attributions. May offer a range of reasons in support of both views, e.g. the young Muslim from Cardiff is not going to have an arranged marriage, this could be because they have lots of friends who are not Muslims and they want to do the same things. The parents wanted an arranged marriage, but times have changed. In Western society arranged marriage is not the norm. Some Muslims like arranged marriage because it makes for a stable marriage, divorce rates are lower, parents make decisions based on knowledge of the social, financial background, not clouded by emotion. Muslims are encouraged to work hard at marriage in order to make it work.

- (f) 'Religious teachings on family life are not relevant in the modern world'. To what extent do you agree with the statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	Understands that there are arguments for and against the issue.	A full understanding for and against the issue and a judgement is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement. For 7 - 8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	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. There are lots of family types – may list, religious teachings are out of date, some people follow the teachings.

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.

Likely arguments for:

Christian teachings are based on two parents, preferably married, different family types are not mentioned in the Bible/Qur'an, many people do not want to get married, many married couples don't want to have children, society has changed, family life reflects this, less people follow religious teachings, few people care for elderly relatives in the modern world, Christian teachings are suited to life in an extended family, teachings are not relevant. Islamic teachings about sex before marriage and chaperoning may be seen as outdated. The Islamic family is the extended family which is not easy in today's world.

Likely arguments against:

Christian teachings provide for a stable family, two parents is good because it offers two role models, the Bible explains to Christians how they should treat their family, if these are followed relationships should be harmonious, different family types may still find comfort and guidance in Christian teachings. The family is where religious beliefs are passed on, there are distinct and important roles of mother and father in the upbringing of children within Islam, the family unit is protective, it works for society, it discourages anti-social behaviour.

Likely reference to religious teachings

In the Bible it says that people are expected to marry (See Mark 10: 6-9)

Exodus 20:12

'Honour your father and your mother.'

Exodus 20:14

'You shall not commit adultery.'

'Your Lord has commanded that you worship none but Him and that you be kind to your parents. If one of them or both of them reach old age with you, do not say to them a word of disrespect...and act humbly to them in mercy'.

(Surah 17: 23-24)

SECTION B

Question 2

This question is about how people of different cultures relate to each other.

- (a) Use Source A to describe Christian beliefs about God. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: 1 mark per accurate point from source/attribution. E.g. Trinity, the Father, The Son, The Holy Spirit, the Father is not the Son etc.

- (b) Describe the Islamic beliefs about Allah. [2]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

L1 – May make simple points e.g. Muslims believe in none God Allah, 99 names. Allah created the world/Allah is merciful etc

L2 – May describe Islamic beliefs e.g. Muslims believe that there is one God, Allah, Muhammad is the messenger. Tawhid is the oneness of Allah, the idea that Allah cannot be divided up and understood in lesser terms. Allah has 99 names each showing the qualities associated with Allah (compassionate, merciful etc). May refer to specific qualities and elaborate.

- (c) Explain why the teachings given at the Sermon on the Mount are important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	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 – May describe elements of the Sermon on the Mount e.g. The Beatitudes, The Lord’s prayer etc or make basic points e.g. Bible teachings are important to Christians.

L2 – May explain why the teachings are important e.g. Jesus gave these teachings directly. May refer to specific teachings e.g. Jesus taught his followers to turn the other cheek, Jesus gave blessings to the outcasts of the time. May explain the importance of one or more teaching e.g. The Beatitudes give hope to people who suffer.

L3 – May give a more detailed explanation e.g. Jesus gave these teachings and they are at the heart of Christianity, they offer guidance in terms of behaviour and prayer. May refer to specific teachings and suggest their importance e.g. The Beatitudes were blessings for the people who society did not care for, this changed ideas about heaven, Jesus welcomed the poorest and lowliest people.

(d) ‘There is no need for holy buildings in the UK today’. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	Understands that there are arguments for and against the issue.	A full understanding for and against the issue and a judgement is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	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. Holy buildings are/are not important. People don't go into Holy buildings often 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.

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:

Less people go to Church, less people are religious, pressures of work make it impossible to get time off to worship - particularly for Muslims, more leisure activities available on holy days, pressures of family life making it difficult to find time, buildings are used for lots of things that are not religious, other buildings in the community are more important. May discuss reasons for and evidence of declining attendance.

Likely arguments against:

Remain important to religious people, attendance at worship and festivals, central to the faith, importance of celebrating rites of passage in a holy building, offer a place of quiet when the world is so busy, meeting place for people with shared beliefs where mutual support may be offered, important source of guidance, importance of money raised by churches/mosques for charities, madrassa, Sunday school etc. May discuss the importance of particular ceremonies of festivals which take place in holy buildings.

Question 3

- (a) Use source A to describe a Christening ceremony. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: 1 mark per accurate point from the source e.g. Minister, font, water, parents, baby.

- (b) Describe the rites to mark the birth of a child. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

*L1 Responses may refer to name choosing, head shaving.
L2 should elaborate, for example, head is shaved and child is weighed. An equal amount of silver is donated to the poor.*

- (c) Explain why Easter is important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content: Easter

L1 – May describe elements of Easter celebrations e.g. church services, midnight mass, advent etc. May describe Easter celebrations or make simple statement about importance of death/resurrection.

L2 – Expect reference to what is being celebrated i.e. the death and resurrection of Jesus. May explain the importance e.g. The resurrection of Jesus is at the centre of Christianity, without this Christianity would not exist/if Jesus had not been born then Christianity would not exist.

L3 – Expect understanding of religious ideas e.g. Jesus gave up his life willingly, for the benefit of humankind, this sacrifice is at the heart of Christian beliefs. Through this act humans are able to get to heaven. He was born of a virgin mother, this was a miracle and a sign that he was the Messiah.

- (d) 'The pressures of life in the UK today make it impossible for people to follow their religions properly'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy/dilemma is recognised.	The dilemma is understood and an evaluation is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified with 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 at structure. 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. Some people do follow religions, many people are too busy to worship.

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.

Likely arguments for:

Pressures of work, limitations placed on time by busy lifestyles, culture of materialism, influence of the media and advertising, different values, less people are religious – secular society, commercialisation of festivals, influences of different religions, stress, financial worries or other problems created by modern life.

Likely arguments against:

Many people attend places of worship, many take part in religious festivals, importance of celebrating rites of passage and bringing up children within a faith, many people engage in private worship which can take place at any time, pressures of modern life make religion even more important, religious schools and support offered by religious organisations, many people follow their faith in the way they live their life

GCSE Humanities

4323/04 Christianity and Hinduism

SECTION A

Question 1

This question is about similarities and differences of attitudes of different religions in the modern world.

- (a) Use source A and your own knowledge to describe Hindu attitudes towards care for others. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking: 1 mark for correct point from source e.g. Give food, done at the Temple, lots of people involved. 1 mark for correct point from own knowledge e.g. helping others means good karma. Hindus believe that they should help others.

- (b) Describe the work done by Hindus to overcome poverty. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content: The specification does not name a specific Hindu organisation, credit all relevant responses:

<http://www.charitychoice.co.uk/charities/religious/hinduism>

L1 – May make simple points e.g. Give food, water, education etc.

L2 – More detailed description e.g. Campaign for change, description of education programmes, hunger alleviation projects, access to clean water, rights for landless people etc.

- (c) Use source B and your own knowledge to describe Hindu attitudes towards divorce. [4]

AO1	AO2	AO3	total
2	1	1	4

	L1 1 - 2 marks	L2 3 - 4 marks
Description	Limited description taken from the source. Likely to give a simple description of the source No elaboration. Max 2 marks for knowledge/source only.	Description uses source and own knowledge. For 4 marks there is elaboration showing own knowledge and understanding.

Indicative content:

L1 – May paraphrase the source, or make basic points from own knowledge e.g. divorce is not common, it is allowed, marriage is for life.

L2 – Uses both source and knowledge e.g. The source shows that divorce is not recognised in the Hindu scriptures but Hindus recognise that it is sometimes necessary and so it is legal. Divorce is not common because it is seen as shameful.

- (d) Explain Christian beliefs about wealth and poverty.

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Max 3 marks for a simple list of reasons with no elaboration 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 – May describe Christian ideas about wealth e.g. Christians shouldn't be wealthy. Wealth can help people or poverty e.g. Christians should care for the poor.

L2 - Should give some explanation e.g. 'eye of a needle' shows that Christians shouldn't be wealthy, poverty e.g. 'love your neighbour' shows that Christians should care for the poor. 'The love of money is the root of all evil' shows that Christians should not seek wealth. Parable of the Sheep and the Goats shows that helping others is like helping God etc.

L3 – Should explain several points, expect reference to both wealth and poverty e.g. as L2. Candidates may refer to the way that Jesus lived his life, he was poor and had few possessions, he taught about the importance of serving others. May note that there are more teachings about helping others in the Bible than anything else.

- (e) Use both sources C and D and your own knowledge to explain why Hindus have developed different attitudes towards arranged marriage. [6]

AO1	AO2	AO3	total
2	2	2	6

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

Indicative content:

L1 – May describe or both sources e.g. May describe arrange marriage.

L2 – May look at one view in more detail e.g. Source C shows that arranged marriage is still common in India, a suitable match may be found by looking at horoscopes, there are certain things on which Hindus believe it is important that the couple are compatible in, the parents look for these, or give a brief account of both views e.g. Arranged marriages are common in India but in the UK they are less common as many Hindus have not grown up with this tradition.

L3 – Will look at both viewpoints and refer to both sources or their attributions. May offer a range of reasons in support of both views e.g. Arranged marriages are common in India, this is because arranged marriages offer a good match in many different areas and so should produce a stable and happy marriage, divorce rates are low. In the UK and other countries where Hinduism is a minority faith arranged marriages are less common as they are seen as being out of date, and many Hindus want to marry for love, choosing their own partner as their friends who are non-Hindus

- (f) 'Religious teachings on family life are not relevant in the modern world'. To what extent do you agree with the statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	Understands that there are arguments for and against the issue.	A full understanding for and against the issue and a judgement is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement. For 7 - 8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	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. There are lots of family types – may list, religious teachings are out of date, some people follow the teachings.

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.

Likely arguments for:

Christian teachings are based on two parents, preferably married, different family types are not mentioned in the holy books, many people do not want to get married, many married couples don't want to have children, society has changed, family life reflects this, less people follow religious teachings, few people care for elderly relatives in the modern world, Christian teachings are suited to life in an extended family, teachings are not relevant. Hindu teachings about sex before marriage and chaperoning may be seen as outdated. The religious family is the extended family which is not easy in today's world.

Likely arguments against:

Christian teachings provide for a stable family, two parents is good because it offers two role models, the Bible explains to Christians how they should treat their family, if these are followed relationships should be harmonious, different family types may still find comfort and guidance in religious teachings. The family is where religious beliefs are passed on, the family unit is protective, it works for society, and it discourages anti-social behaviour. The family is an important stage in the life of a Hindu, important ceremonies take place.

Likely reference to religious teachings

In the Bible it says that people are expected to marry (See Mark 10: 6-9)

Exodus 20:12

'Honour your father and your mother.'

Exodus 20:14

'You shall not commit adultery.'

'Your Lord has commanded that you worship none but Him and that you be kind to your parents. If one of them or both of them reach old age with you, do not say to them a word of disrespect...and act humbly to them in mercy'.

(Surah 17: 23-24)

SECTION B

Question 2

This question is about how people of different cultures relate to each other.

- (a) Use Source A to describe Christian beliefs about God. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: 1 mark per accurate point from source/attribution. E.g. Trinity, the Father, The Son, The Holy Spirit, the Father is not the Son etc.

- (b) Describe Hindu beliefs about God. [2]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

L1 – May list names of deities e.g. Brahma, Vishnu, Shiva or make basic statements e.g. There is one God, Hindus worship different gods and goddesses.

L2 – May describe beliefs e.g. There is one God, Brahman which is the supreme power. Brahman is beyond Human understanding and cannot be described. Hindus worship aspects of Brahman through the different gods and goddesses. May describe the Trimurti e.g. the three main gods are Brahma the creator, Vishnu the preserver and Shiva the destroyer.

(c) Explain why the teachings given at the Sermon on the Mount are important to Christians.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1 - 2 marks	L2 3 - 4 marks	L3 5 - 6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 marks for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	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 – May describe elements of the Sermon on the Mount e.g. The Beatitudes, The Lord’s prayer etc or make basic points e.g. Bible teachings are important to Christians.

L2 – May explain why the teachings are important e.g. Jesus gave these teachings directly. May refer to specific teachings e.g. Jesus taught his followers to turn the other cheek, Jesus gave blessings to the outcasts of the time. May explain the importance of one or more teaching e.g. The Beatitudes give hope to people who suffer.

L3 – May give a more detailed explanation e.g. Jesus gave these teachings and they are at the heart of Christianity, they offer guidance in terms of behaviour and prayer. May refer to specific teachings and suggest their importance e.g. The Beatitudes were blessings for the people who society did not care for, this changed ideas about heaven, Jesus welcomed the poorest and lowliest people.

- (d) 'There is no need for holy buildings in the UK today'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	Understands that there are arguments for and against the issue.	A full understanding for and against the issue and a judgement is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	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. Holy buildings are/are not important. People don't go to Holy buildings often 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.

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:

Less people go to Church, less people are religious, pressures of work make it impossible to get time off to worship, more leisure activities available on holy days, pressures of family life making it difficult to find time, buildings are used for lots of things that are not religious, other buildings in the community are more important. May discuss reasons for and evidence of declining attendance.

Likely arguments against:

Remain important to religious people, attendance at worship and festivals, central to the faith, importance of celebrating rites of passage in a holy building, offer a place of quiet when the world is so busy, meeting place for people with shared beliefs where mutual support may be offered, important source of guidance, importance of money raised, Sunday school etc. May discuss the importance of particular ceremonies or festivals which take place in holy buildings.

Question 3

- (a) Use source A to describe a Christening ceremony. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking: 1 mark per accurate point from the source e.g. Minister, font, water, parents, baby.

- (b) Describe the Hindu coming of age ceremony. [4]

AO1	AO2	AO3	total
4	0	0	4

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

Indicative content:

Responses may describe features of the 'thread ceremony' or Upanayana ceremony.

- (c) Explain why Easter is important to Christians. [6]

AO1	AO2	AO3	total
2	4	0	6

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

Indicative content:

L1 – May describe elements of one of both celebrations e.g. church services, midnight mass, advent etc.

L2 – Expect reference to what is being celebrated e.g. the birth of Jesus, the death and resurrection of Jesus. May explain the importance e.g. The resurrection of Jesus is at the centre of Christianity, without this Christianity would not exist/if Jesus had not been born then Christianity would not exist.

L3 – Expect understanding of religious ideas e.g. Jesus gave up his life willingly, for the benefit of humankind, this sacrifice is at the heart of Christian beliefs. Through this act humans are able to get to heaven. The birth of Jesus is important, he was born of a virgin mother, this was a miracle and a sign that he was the Messiah

- (d) 'The pressures of life in the UK today make it impossible for people to follow their religions properly'. To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1 - 2 marks	L2 3 - 5 marks	L3 6 - 8 marks
	A narrative	The controversy/dilemma is recognised.	The dilemma is understood and an evaluation is made based on evidence.
Description and explanation of evidence	A few simple points are made with no elaboration OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 - 8 marks they must be detailed and accurate.
Analysis / conclusion	Conclusion is not attempted OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified with 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 at structure. 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. Some people do follow religions, many people are too busy to worship.

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.

Likely arguments for:

Pressures of work, limitations placed on time by busy lifestyles, culture of materialism, influence of the media and advertising, different values, less people are religious – secular society, commercialisation of festivals, influences of different religions, stress, financial worries or other problems created by modern life.

May discuss difficulties associated with particular dress or customs.

Likely arguments against:

Many people attend places of worship, many take part in religious festivals, importance of celebrating rites of passage and bringing up children within a faith, many people engage in private worship which can take place at any time, pressures of modern life make religion even more important, religious schools and support offered by religious organisations, many people follow their faith in the way they live their life



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