

Specimen Papers and Mark Schemes

Edexcel GCSE

**Religious Studies A (100% External Assessment)
Units A-G**

*For First Examination
Summer 2002*

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SECTION ONE BELIEVING IN GOD

You must answer ONE question from this section

EITHER QUESTION 1

1. (a) What is meant by *religious conversion*? (2)
- (b) Outline the reasons a person might give for being an atheist. (6)
- (c) Explain how religious experience may lead to or support belief in God. (8)
- (d) “Children should be allowed to make up their own minds about whether to believe in God.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. (4)

(Total 20 marks)

OR QUESTION 2

2. (a) What does the word *agnostic* mean? (2)
- (b) Outline the response of ONE religion to the problem of evil. (6)
- (c) Explain how the appearance of design and order in the world may lead to or support belief in God. (8)
- (d) “Miracles don’t happen today.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. (4)

(Total 20 marks)

SECTION TWO MATTERS OF LIFE AND DEATH

You must answer ONE question from this section

EITHER QUESTION 3

3. (a) What is meant by the word *immortality*? (2)
- (b) Outline Christian attitudes to euthanasia. (6)
- (c) Explain why the followers of *ONE religion other than Christianity* believe in life after death. (8)
- (d) “Near death experiences do not show there is life after death.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. (4)

(Total 20 marks)

OR QUESTION 4

4. (a) What is meant by *sanctity of life*. (2)
- (b) Some people do not believe in life after death. Outline their reasons. (6)
- (c) Explain why there are different attitudes among Christians to abortion. (8)
- (d) “People who are suffering should be allowed to take their own lives.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. (4)

(Total 20 Marks)

SECTION THREE MARRIAGE AND FAMILY LIFE

You must answer ONE question from this section

EITHER QUESTION 5

5. (a) What is an *extended family*? (2)
- (b) State Christian teaching about sex outside marriage. (6)
- (c) Explain why family life is important in *ONE religion other than Christianity*. (8)
- (d) “Living together is better than getting married.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. (4)

(Total 20 marks)

OR QUESTION 6

6. (a) What is meant by *cohabitation*? (2)
- (b) Outline attitudes to divorce in *ONE religion other than Christianity*. (6)
- (c) Explain how a Christian wedding ceremony may help a marriage to succeed. (8)
- (d) “Without religion family life would collapse.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. (4)

(Total 20 Marks)

SECTION FOUR SOCIAL HARMONY

You must answer ONE question from this section

EITHER QUESTION 7

7. (a) What does the word *discrimination* mean? (2)
- (b) Describe the advantages of living in a multi-faith society. (6)
- (c) Explain why there are different attitudes to the roles of men and women among Christians. (8)
- (d) “It is wrong to try to convert other people to your religion.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. (4)

(Total 20 marks)

OR QUESTION 8

8. (a) Name TWO religions other than Christianity practised in the UK. (2)
- (b) Outline Christian attitudes towards other religions. (6)
- (c) Explain how the teaching of *ONE religion other than Christianity* may help racial harmony. (8)
- (d) “Religion always treats men and women equally.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. (4)

(Total 20 Marks)

SECTION FIVE OPTIONS – EXTENDED WRITING

You must answer ONE question from this section

**You are advised to spend approximately 30 minutes on this section
You will be assessed on the Quality of Written Communication in this Section.**

EITHER QUESTION 9

9. Religion and Media

(a) (i) Describe a religious theme presented in ONE film or television drama. **(4)**

(ii) Explain why this theme is important and whether the presentation was fair to religious people. **(8)**

(b) “The media always treat religion unfairly.”

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. **(8)**

(Total 20 marks)

OR QUESTION 10

10. Religion, Wealth and Poverty

(a) (i) Describe how ONE religious agency helps to relieve poverty. **(4)**

(ii) Explain how the teaching of ONE religion may lead the agency to do this work. **(8)**

(b) “You cannot be truly religious and rich.”

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least one religion. **(8)**

(Total 20 Marks)

GENERAL INSTRUCTIONS FOR MARKING

1. Assessment by Examiners

Examiners are encouraged at all times to exercise their professional discretion and judgement in the assessment of answers. It is possible for candidates to answer correctly, but differently from the markscheme. Such answers should be marked according to the level guidelines for each question.

Examiners should **at all times mark positively** rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand.

Undue bunching of marks is undesirable and, where it is warranted, the full range of marks should be used. The examination is designed for a wide ability range and examiners should therefore **make full use of the whole range of levels**.

2. Sub-questions

For each sub-question there is a sub-total. Examiners should record the level awarded at the end of each sub-question on the left of the margin and then place the appropriate sub-total, unringed, in the right hand margin at the end of the sub-section of the question to which they refer.

3. Final Totals

At the end of each question, the sub-totals must be added together and the final total for the question must be ringed and placed in the right hand margin at the end of the question. This total should then be transferred to the box on the front cover of the answer book.

4. Checking of Additions

The marks for each question should be added and entered into the bottom total box. This final total should then be transferred to the examiner's total box at the top of the page.

Examiners must ensure that all additions are scrupulously accurate. All additions will be checked both within each question and for the script as a whole.

In order to avoid confusion in the checking process, **examiners must ensure that every page on which a candidate has written bears some sign of having been read** by the examiner.

If a candidate has added to an answer at some later point in the booklet, put an arrow on your first ringed total, write in a sub-total for the addition, even if it is zero, and then write in the new ringed total and amend the mark on the front cover appropriately.

5. Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by the Team Leader. It is the duty of the Team Leader to get an overall and clear picture of the standard of marking each examiner is applying. It is the duty of an examiner to see that this does not vary in particular areas of the mark range.

6. Fluency of Expression

It is important that examiners are not misled by fluency to assume that this equates with high conceptual ability. Conversely, examiners must look very carefully at answers which do not display a high level of literacy, but may contain good conceptual understanding.

7. Rubric Offences

A candidate who offends against the rubric should have all the answers marked and be awarded the highest mark which satisfies the rubric.

RUBRIC should be written **IN RED** across the front of the script and the answers which are not being credited should be crossed out with the word **RUBRIC**, the marks for these answers should also be crossed out.

8. Illegible or Offensive scripts

If you cannot read a script or it is offensive, you should mark what you can read, fill in the marksheet and forward the script(s) to Sharon Hague at Edexcel.

9. Quality of Written Communication

Candidates entering for 1480/3480 must be given a mark for Quality of Written Communication for their answers to section 5 according to the instructions in the mark scheme. This mark must be inserted separately at the end of the answer and on the front cover before totalling.

**UNIT A – RELIGION AND LIFE BASED ON THE STUDY OF CHRISTIANITY AND
AT LEAST ONE OTHER RELIGION**

MARK SCHEME (Islam is only given as an example of the other religion)

Section 1 Believing in God

1 (a) A change of attitude to religion, or any similar phrase

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

AO1 2 marks

(b) As the question asks for an outline, there will be a sense in which each reason given will reach an extra level, but two reasons could reach level three, and three reasons would stay at level two if they were limited in structure.

The most likely reasons are: the problems of evil and suffering; the lack of evidence for God's existence; the way in which science explains creation; the way in which science explains such things as miracles, unanswered prayers.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

AO1 6 marks

(c) Good candidates will either describe the nature of religious experience clearly and coherently and explain how having such an experience will lead the person having the experience to belief in God; or they will make a brief mention of types of religious experience and concentrate on explaining coherently and comprehensively why such experiences will lead to belief in God.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

AO2 8 marks

(d) Good answers are likely to balance the need for children to make up their own minds about religion if their faith is to be genuine against the impossibility of parents bringing up their children without referring to their religious beliefs. They will evaluate the evidence to reach a personal conclusion.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

(4 marks)

AO3 4 marks

2 (a) Someone who does not know whether God exists, or similar phrase.

For a partially correct answer (1 mark)
For a correct answer (2 marks)
AO1 2 marks

(b) Several responses are possible from any religion. The question asks for the response from one religion, and so does not require candidates to outline the many possible Christian responses, for example. The main Christian response is likely to be that God has a reason which humans cannot understand, but Jesus showed that God wants humans to fight against evil and suffering. Other possible responses are variations on 'the vale of soulmaking' response, life as a test, the free-will defence. The response of Islam is that this life is a test. Allah created humans to look after the world, and gave them Islam to show them how to do it. However, he allows Satan to tempt humans to deny Islam. Those who are not tempted pass the test and are rewarded with heaven.

Level 1 for an isolated example of relevant knowledge (2 marks)
Level 2 for basic relevant knowledge presented within a limited structure (4 marks)
Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary (6 marks)
AO1 6 marks

(c) A wide variety of answers is possible and credit must be given to any answer which reasons for God's existence from design and order in the world. Most answers are likely to concentrate on the Design Argument and/or the Cosmological argument. Detailed knowledge of either argument is not necessary to reach level 4, what is needed is clear and coherent explanation of how the appearance of design and order in the world can lead people to believe in God.

Level 1 for a simple, appropriate and relevant idea (2 marks)
Level 2 for a basic explanation showing understanding of a relevant idea (4 marks)
Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary (6 marks)
Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately (8 marks)
AO2 8 marks

(d) Good answers are likely to use evidence in the form of examples from alleged miracles showing why some people may believe that miracles happen today while others do not. They will evaluate the evidence to come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason (1 mark)
Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples (2 marks)
Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view (3 marks)
Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion. (4 marks)
AO3 4 marks

Section 2 Matters Of Life And Death

3 (a) The soul living on after death, or similar phrase.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

AO1 2 marks

(b) Christian teaching is that life is sacred and belongs to God who created it. Consequently euthanasia is not allowed. However, most Christians would allow the switching off of life-support machines when someone is 'brain dead', and do not require doctors to carry out expensive treatments when there is no hope of anything more than a slight extension of life.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

AO1 6 marks

(c) The emphasis of the question is why and so answers giving a purely factual account will not go beyond level 1. Good answers on Islam are likely to explain that Muslim belief about life after death (resurrection of the body on the Last Day, final judgement, eternity in heaven or hell) are based on the teachings of the Qur'an and the sayings of Muhammed and explain why Muslims should believe these. They may also refer to the idea that life does not make sense without an after life. Other approaches such as parapsychology must be rewarded.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

AO2 8 marks

(d) Good answers will look at the effects of near-death experiences on people and the various explanations of them, both that they are a product of chemicals produced by the body and that they are evidence for life after death. They will evaluate the evidence and come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

(4 marks)

AO3 4 marks

- 4 (a) Life is holy, or life belongs to God, or any similar phrase.
- For a partially correct answer (1 mark)
 For a correct answer (2 marks)
AO1 2 marks
- (b) An outline is required consequently two or more reasons are necessary to reach level 3. However, unstructured answers which simply list three or more reasons will not go beyond level 2. The main reasons are likely to be: lack of evidence, scientific evidence of brain death etc, different religions believing different things about life after death, scientific disproof of ghosts etc.
- Level 1 for an isolated example of relevant knowledge (2 marks)
 Level 2 for basic relevant knowledge presented within a limited structure (4 marks)
 Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary (6 marks)
AO1 6 marks
- (c) Good candidates will be aware of two different Christian teachings on abortion and explain them both. Some Christians teach that any abortion is wrong because of the teaching of the Bible on the sanctity of life and the commandment not to kill. Other Christians teach that abortion might be allowed in certain circumstances because of the teachings of Jesus about love and the Christian teaching on the lesser of two evils.
- Level 1 for a simple, appropriate and relevant idea (2 marks)
 Level 2 for a basic explanation showing understanding of a relevant idea (4 marks)
 Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary (6 marks)
 Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately (8 marks)
AO2 8 marks
- (d) Good answers will refer to the teachings of at least one religion against euthanasia and contrast these with the arguments of those who support euthanasia. They will then evaluate the evidence to come to a personal conclusion.
- Level 1 for an opinion supported by one relevant reason (1 mark)
 Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples (2 marks)
 Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view (3 marks)
 Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion. (4 marks)
AO3 4 marks

Section 3 Marriage and Family Life

- 5 (a) Close relatives living with or in close proximity to parents and children, or similar phrase.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

AO1 2 marks

- (b) Sex before marriage is wrong because of the New Testament teaching and the marriage ceremony. Adultery is wrong because of the Ten Commandments, the teaching of Jesus and the marriage service. A few Christians teach that cohabitation is acceptable if the couple are committed to each other and intend to marry.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with specialist vocabulary

(6 marks)

AO1 6 marks

- (c) Good candidates answering on Islam should explain that the family is important because of the example of the prophet Muhammad, the teachings of the Qur'an on looking after children and children looking after parents, the need for family life to bring children into the faith.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

AO2 8 marks

- (d) Good candidates will refer to the teachings of at least one religion against cohabitation and the arguments in favour of living together rather than marrying. They will then evaluate the evidence to come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

(4 marks)

AO3 4 marks

- 6 (a) Living together as man and wife without being married, or similar phrase.
- For a partially correct answer (1 mark)
 For a correct answer 2 marks)
AO1 2 marks
- (b) In Islam, divorce is permitted, but there must be attempts at reconciliation for three months before a divorce can be granted. Many Muslims do not agree with divorce because Muhammad did not approve.
- Level 1 for an isolated example of relevant knowledge (2 marks)
 Level 2 for basic relevant knowledge presented within a limited structure (4 marks)
 Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary (6 marks)
AO1 6 marks
- (c) The key features of a Christian wedding service are: vows before God promising to love and to cherish in sickness and in health, for richer for poorer, being faithful unto death; readings and advice about marriage; prayers asking for God's blessing on the marriage; exchange of rings; wedding communion. Good answers will explain how at least three of these (could be three vows) would help a marriage to succeed.
- Level 1 for a simple, appropriate and relevant idea (2 marks)
 Level 2 for a basic explanation showing understanding of a relevant idea (4 marks)
 Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary (6 marks)
 Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately (8 marks)
AO2 8 marks
- (d) Good answers will look at how at least one religion helps family life and the evidence that family life can succeed without religion. They will then evaluate the evidence to come to a personal conclusion.
- Level 1 for an opinion supported by one relevant reason (1 mark)
 Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples (2 marks)
 Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view (3 marks)
 Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion. (4 marks)
AO3 4 marks

Section 4 Social Harmony

7 (a) Treating people differently, or any similar phrase.

For a partially correct answer
For a correct answer

(1 mark)
(2 marks)
AO1 2 marks

(b) At least two advantages must be described (not outlined) to reach level 3. The main advantages are: an increase in tolerance and understanding; an insight into different religions; making believers think more seriously about their own beliefs.

Level 1 for an isolated example of relevant knowledge (2 marks)
Level 2 for basic relevant knowledge presented within a limited structure (4 marks)
Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary (6 marks)
AO1 6 marks

(c) Some Christians do not give equal roles to men and women because of the teachings of St. Paul about women not being allowed to speak, in church and other bible teachings that women should stay at home as wives and mothers. Other Christians say men and women should have equal roles. They have women priests/ministers because St. Paul said there is neither male nor female in Christ and because Jesus had women followers whom he treated as equals. Roman Catholics believe men and women should have equal roles, but only men can be priests because Jesus chose men as his disciples.

Level 1 for a simple, appropriate and relevant idea (2 marks)
Level 2 for a basic explanation showing understanding of a relevant idea (4 marks)
Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary (6 marks)
Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately (8 marks)
AO2 8 marks

(d) Good answers are likely to contrast the teaching of some religions that its followers have a duty to convert others with the right of people living in a multi-faith society to be free to follow their own religion without interference. They will evaluate these claims to come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason (1 mark)
Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples (2 marks)
Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view (3 marks)
Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion. (4 marks)
AO3 4 marks

- 8** **(a)** Any TWO of: Buddhism, Hinduism, Islam, Judaism, Sikhism (others are possible)
- For a partially correct answer **(1 mark)**
 For a correct answer **(2 marks)**
AO1 2 marks
- (b)** All Christians believe that everyone has a right to practise their own religion. Some Christians think they should convert members of other religions because Christianity is the only true religion; other Christians believe that all religions have some truth in them and do not try to convert; other Christians believe that all religions have some truth but only Christianity has the full truth and they may convert.
- Level 1 for an isolated example of relevant knowledge **(2 marks)**
 Level 2 for basic relevant knowledge presented within a limited structure **(4 marks)**
 Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary **(6 marks)**
AO1 6 marks
- (c)** Good answers on Islam should explain how: the teachings of Islam on the ummah, the belief that all mankind is descended from Adam and Eve, the statements of Muhammad in his final sermon about all Muslims being brothers and the practices of hajj make racism against Islam.
- Level 1 for a simple, appropriate and relevant idea **(2 marks)**
 Level 2 for a basic explanation showing understanding of a relevant idea **(4 marks)**
 Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary **(6 marks)**
 Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately **(8 marks)**
AO2 8 marks
- (d)** Good answers will look at the evidence of religions treating women equally and religions not treating women equally. Level 4 answers will refer to two different religions. They will evaluate the evidence to come to a personal conclusion.
- Level 1 for an opinion supported by one relevant reason **(1 mark)**
 Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples **(2 marks)**
 Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view **(3 marks)**
 Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion. **(4 marks)**
AO3 4 marks

Section 5 Options – Extended Writing

9 Religion and Media

- (a) (i) Good answers will identify a film or TV drama with a religious theme and describe the theme, clearly showing what makes it a religious theme.

Level 1 for an isolated example of relevant knowledge. (1 mark)

Level 2 for basic relevant knowledge presented in sentences. (2 marks)

Level 3 for a clear and structured outline/description, deploying a limited range of specialist vocabulary. (3 marks)

Level 4 for a coherent and comprehensive description, using specialist terms appropriately and with precision. (4 marks)

AO1 4 marks

- (ii) Good answers will explain clearly why the theme is regarded as important by religious people or in one religion. They will then show by clear and specific reference to incidents in the film or drama whether religious people were treated fairly.

Level 1 for a simple, appropriate and relevant idea. (2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea presented in sentences. (4 marks)

Level 3 for a clear and structured explanation showing an understanding of the main idea(s), and deploying a limited range of specialist vocabulary. (6 marks)

Level 4 for a coherent and comprehensive explanation showing a full understanding of the main idea(s) using specialist terms appropriately and with precision. (8 marks)

AO2 8 marks

- (b) Good answers will look at fair treatment (for example in religious broadcasts) and unfair treatment (for example in soaps and comedies). They will refer to specific examples from specific programmes which they will evaluate to come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason. (2 marks)

Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples, presented in sentences. (4 marks)

Level 3 for a structured and reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view deploying limited range of specialist vocabulary. (6 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion using specialist terms appropriately and with precision. (8 marks)

AO3 8 marks

Quality of Written Communication (3 marks)

Relevant information presented in a form that suits its purpose 1 mark

Text is legible, spelling, punctuation and grammar are accurate, so that meaning is clear. 1 mark

A suitable structure and style of writing has been used. 1 mark

10 Religion, Wealth and Poverty

- (a) Candidates must refer to a religious agency e.g. Christian Aid, Muslim Aid and describe the work which the agency does to help relieve poverty. Good answers will refer to their work in short term aid, long term aid, education and fundraising.

Level 1 for an isolated example of relevant knowledge. (1 mark)

Level 2 for basic relevant knowledge presented in sentences. (2 marks)

Level 3 for a clear and structured outline/description, deploying a limited range of specialist vocabulary. (3 marks)

Level 4 for a coherent and comprehensive description, using specialist terms appropriately and with precision. (4 marks)

AO1 4 marks

- (b) Candidates must refer to the teachings of the religion they have mentioned in part a) (e.g. if part a) is about Muslim Aid and part b) refers to Christian teachings, no marks can be awarded). The teaching must be explained either in terms of why they are believed, or in terms of why and how they inspire the work of the agency referred to in part a).

Level 1 for a simple, appropriate and relevant idea. (2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea presented in sentences. (4 marks)

Level 3 for a clear and structured explanation showing an understanding of the main idea(s), and deploying a limited range of specialist vocabulary. (6 marks)

Level 4 for a coherent and comprehensive explanation showing a full understanding of the main idea(s) using specialist terms appropriately and with precision. (8 marks)

AO2 8 marks

- (c) Good answers should look at the teachings of two religions on wealth. They are likely to evaluate these teachings in terms of whether it is possible to be a good member of either religion and be wealthy and come to a personal conclusion.

Level 1 for an opinion supported by one relevant reason. (2 marks)

Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples, presented in sentences. (4 marks)

Level 3 for a structured and reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view deploying limited range of specialist vocabulary. (6 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion using specialist terms appropriately and with precision. (8 marks)

AO3 8 marks

Quality of Written Communication (3 marks)

Relevant information presented in a form that suits its purpose 1 mark

Text is legible, spelling, punctuation and grammar are accurate, so that meaning is clear. 1 mark

A suitable structure and style of writing has been used. 1 mark