

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 support a Christian's 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 Christianity. (4)

(Total 20 marks)

OR QUESTION 2

2. (a) What does the word *agnostic* mean? (2)
- (b) Outline ONE response of Christianity to the problem of evil. (6)
- (c) Explain how the appearance of design and order in the world may lead to or support a Christian's 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 Christianity. (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 Christians believe that family life is important. (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 Christianity. (4)

(Total 20 marks)

OR QUESTION 6

6. (a) What is meant by *cohabitation*? (2)
- (b) Outline Christian attitudes to divorce. (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 Christianity. (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 how biblical teaching affects Christian attitudes to the roles of men and women. (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 Christianity. (4)

(Total 20 marks)

OR QUESTION 8

8. (a) Name TWO religions *other than Christianity* practised in the UK. (2)
- (b) Outline the contribution of ONE modern Christian person or organisation to racial harmony (6)
- (c) Explain why there are differences among Christians in their attitudes towards other religions. (8)
- (d) “Christians always treat 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 Christianity. (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 of importance to Christians 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 Christianity. (8)

(Total 20 marks)

OR QUESTION 10

10. Religion, Wealth and Poverty

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

(ii) Explain how Christian teaching 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 Christianity. (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.

- 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) Answers may concentrate on Christian teaching on the origins of evil and how it comes to be in the world, or they may concentrate on the actions Christians take to combat evil which exists in the world. Either approach is equally valid.
- 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 the design and order in the world. Most answers are likely to concentrate on the Design Argument as found in the Bible and/or the Cosmological argument. Detailed knowledge of either argument is not necessary to reach level 4, what is needed is a 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) Life is given by God, and only God can take life. Human life is a gift from God and it is the duty of Christians to preserve life and to improve life. Some Christians however believe that those who are incurably ill and are only being kept alive by intrusive treatment, and patients who are in a persistent vegetative state, should be allowed or helped to die. The Roman Catholic Church teaches that no action should be taken which hastens death.

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 limited specialist vocabulary

(6 marks)

AO1 6 marks

(c) Answers should look at the resurrection of Jesus, the teachings of the New Testament and the Creeds and the teachings of the Church; although other approaches may be valid, such as the evidence of parapsychology at least some of the above must be included to make a Christian answer. Answers which only describe Christian beliefs will not go beyond level 1.

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 for 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) Preventing conception, or 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 limited specialist vocabulary (6 marks)
AO1 6 marks
- (c) All Christians believe that life is a gift from God because God created life. It is sacred as can be seen in God becoming human in Jesus. Only God can decide when life should be ended. Bible references that are relevant are Genesis 1, Exodus 20:13, Romans 14:8; 1 Corinthians 6:19, and also statements by the Churches.
- 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 Christianity 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 some specialist vocabulary

(6 marks)

AO1 6 marks

(c) Answers will typically explain the teaching that the family is the God-given unit in which to bring up children. It is within the family that the faith is taught to children. It is within the family that the young are taught the difference between right and wrong. Christians are expected to care for their parents when they are no longer able to care for themselves. Good answers are likely to refer to Biblical teachings and why they are important.

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 Christianity 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

Section 4 Social Harmony

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

For a partially correct answer

(1 mark)

For a correct answer

(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) St Paul taught that women should keep silent in church and other Bible teachings suggest that wives should stay at home as wives and mothers;
St Paul also says that there is neither male nor female in Christ;
Jesus treated men and women as equals because he had women followers and the first people to visit the empty tomb were women;
Jesus chose only men as apostles so some Christians (particularly Roman Catholics) interpret this as meaning that only men can be priests. Bible references that may be used include Genesis 1:27; Galatians 3:26-29; Ephesians 5:21-33; 1 Timothy 2:9-14.

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

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 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, and 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 Christians. 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 spelling, punctuation and grammar accurately and 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 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 and 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) (i) Candidates must refer to a Christian agency e.g. Christian Aid or TEAR Fund and describe the work which the agency does to help relieve poverty (it could be an agency relieving poverty in the U.K.)
- Level 1 for an isolated example of relevant knowledge. (1 mark)
- Level 2 for basic relevant knowledge presented in sentences using spelling, punctuation and grammar with some accuracy. (2 marks)
- Level 3 for a clear and structured outline/description, and 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) All Christians follow the teachings of the New Testament that it is a Christian's duty to help people in need because everyone is a neighbour. In the parable of the Good Samaritan, Jesus taught that Christians must love their neighbour. In the parable of the Sheep and the Goats, Jesus says that if we feed the hungry, clothe the naked and visit the sick and imprisoned, we are actually helping Jesus. In the story of the Rich Young Man, Jesus tells him to sell all he has and give to the poor. Good answers will explain how each of these teachings might inspire the work of the agency.
- Level 1 for a simple, appropriate and relevant idea written legibly. (2 marks)
- Level 2 for a basic explanation showing understanding of a relevant idea presented in sentences, using spelling, punctuation and grammar with some accuracy. (4 marks)
- Level 3 for a clear and structured explanation showing an understanding of the main idea(s), using spelling, punctuation and grammar with reasonable accuracy 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 spelling, punctuation and grammar accurately and specialist terms appropriately and with precision. (8 marks)
- AO2 8 marks**
- (b) Good answers should look at the teachings of Christianity on wealth. They are likely to evaluate these teachings in terms of whether it is possible to be a good Christian and be wealthy to come to a personal conclusion.
- Level 1 for an opinion supported by one relevant reason written legibly. (2 marks)
- Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples, presented in sentences using spelling, punctuation and grammar with some accuracy. (4 marks)
- Level 3 for a structured and reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view using spelling, punctuation and grammar with reasonable accuracy and 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 spelling, punctuation and grammar accurately and 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

