

Specimen Papers and Mark Schemes

*Edexcel GCSE*

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

*For First Examination  
Summer 2002*

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# CONTENTS

	<b>Page</b>
Unit H: Religion and Society based on a study of Christianity and one other religion	<b>1</b>
Unit I: Christianity	<b>19</b>
Unit J: Catholicism	<b>37</b>
Unit K: Islam	<b>55</b>
Unit L: Judaism	<b>73</b>
Unit M: Hinduism	<b>91</b>
Unit N: Sikhism	<b>109</b>
Unit O: Buddhism	<b>127</b>
Unit P: Mark's Gospel	<b>145</b>



**SECTION ONE RELIGION AND SOCIAL RESPONSIBILITY**

**You must answer ONE question from this section**

***EITHER QUESTION 1***

1. (a) State ONE of the Ten Commandments. (2)
- (b) Give an outline of the Christian attitude that religion and politics should be kept separate. (6)
- (c) Explain why the Bible is important to Christians in making moral decisions. (8)
- (d) “Your conscience is the best guide for deciding what is right and what is wrong”.
- 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)

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**(Total 20 marks)**

***OR QUESTION 2***

2. (a) What does the word *conscience* mean? (2)
- (b) Give an outline of ONE way a Christian would make a moral decision. (6)
- (c) Explain the relationship between teachings of the Parable of the Sheep and Goats and the provisions of the Welfare State (8)
- (d) “All Christians should be involved in politics”.
- 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)

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**(Total 20 marks)**

## SECTION TWO RELIGION AND ENVIRONMENT

You must answer ONE question from this section

### *EITHER QUESTION 3*

3. (a) Name TWO types of pollution. (2)
- (b) Outline the work of ONE religious person, community or organisation in support of the conservation of the planet. (6)
- (c) Explain how the teachings of *ONE religion other than Christianity* could help people reduce pollution. (8)
- (d) “Religion does not help animal rights”.
- 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)

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**(Total 20 marks)**

### *OR QUESTION 4*

4. (a) What does the word *conservation* mean? (2)
- (b) Outline the teaching of *ONE religion other than Christianity* on creation. (6)
- (c) Explain why some Christians are opposed to medical research being carried out on animals. (8)
- (d) “If religious people really cared about the environment, they would stop using cars and washing machines”.
- 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)

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**(Total 20 Marks)**

### SECTION THREE RELIGION: PEACE AND CONFLICT

You must answer ONE question from this section

#### ***EITHER QUESTION 5***

5. (a) Name ONE weapon of mass destruction. (2)
- (b) Outline the work of ONE religious person, community or organisation for world peace. (6)
- (c) Explain why some Christians think it can be right to fight in a war. (8)
- (d) “Religious people should have nothing to do with nuclear weapons”.
- 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)

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**(Total 20 marks)**

#### ***OR QUESTION 6***

6. (a) What does the word *pacifism* mean? (2)
- (b) Outline the attitude to war in *ONE religion other than Christianity*. (6)
- (c) Choose ONE area of conflict in the world and explain why the conflict is happening. (8)
- (d) “Religious people should never argue with their families”.
- 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)

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**(Total 20 Marks)**

## SECTION FOUR RELIGION: CRIME AND PUNISHMENT

You must answer ONE question from this section

### *EITHER QUESTION 7*

7. (a) What does the word *justice* mean? (2)
- (b) Outline Christian teaching on forgiveness. (6)
- (c) Explain why there are different attitudes to capital punishment among the followers of *ONE religion other than Christianity*. (8)
- (d) “Committing a sin is as bad as committing a crime”.
- 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)

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**(Total 20 marks)**

### *OR QUESTION 8*

8. (a) Give the names of TWO theories of punishment. (2)
- (b) Name a prisoner of conscience and outline the reasons why he or she was imprisoned. (6)
- (c) Explain, with appropriate examples, the differences between a sin and a crime. (8)
- (d) “No religious person can agree with capital punishment”.
- 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)**





## 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 H RELIGION AND SOCIETY BASED ON A STUDY OF CHRISTIANITY AND  
AT LEAST ONE OTHER RELIGION**

**MARK SCHEME (using Islam as the other religion)**

**Section 1 Religion and Social Responsibility**

1. (a) Any one of: worship God only, do not make graven images, do not take God's name in vain, do not work on the Sabbath, honour your parents, do not kill, do not steal, do not commit adultery, do not covet, do not bear false witness.

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

- (b) Good answers will refer to the statement of Jesus to give Caesar what is Caesar's and God what is God's as the basis of the view that Christians should keep out of politics and concentrate on worshipping God.

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 explain that Christians regard the Bible as a book inspired by God which contains guidance on how Christians should live their lives. In particular it is the record of the teachings and guidance given by Jesus who Christians regard as God's Son. For all these reasons, Christians find the Bible invaluable in making moral decisions.

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 conscience as guidance from God and contrast it with the Bible and teachings of the Church as guidance for what is right and wrong 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 an account of an alternative point of view to reach a personal conclusion (4 marks)  
AO3 4 marks

**(Total 20 marks)**

2. (a) An inner feeling of the rightness or wrongness of your behaviour, or similar phrase.
- For a partially correct answer (1 mark)  
 For a correct answer (2 marks)  
**AO1 2 marks**
- (b) Candidates can use the Bible, or the teaching of the Church, or conscience, or Situation Ethics for the way in which a Christian would make a moral decision. Good answers will clearly identify the source and show exactly how it would be used to reach a moral decision.
- 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 will explain that the parable teaches that Christians should feed the hungry, clothe the naked, help the sick, visit those in prison. They will then relate these to the Social Security, NHS, rehabilitation of offenders and similar provisions of the Welfare State.
- 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 look at some of the religious arguments for and against Christians being involved in politics and evaluate them 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 an account of an alternative point of view to reach a personal conclusion (4 marks)  
**AO3 4 marks**

## Section 2 Religion and Environment

3. (a) Any TWO of: acid rain, greenhouse effect, exhaust gases, CFC emissions, eutrophication, nitrate seepage etc

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

**AO1 2 marks**

- (b) The key word is religious so answers on organisations such as Greenpeace will receive no marks. A wide range is possible but it must be clear that the work is for conservation and is being done for religious reasons.

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 teaching of Islam related to reduction of pollution is likely to be: the teaching that humans are khalifah Allah to keep the balance of creation and follow the way of life set out by God. Also the teaching on tawhid means there is a unity in creation which could be spoilt by pollution. The belief that this life is a test which results in heaven or hell would also lead Muslims to reduce pollution.

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 look at the attitude to animal rights of one religious group contrast it with a different attitude from another religion or another group in the same religion. 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 an account of an alternative point of view to reach a personal conclusion

(4 marks)

**AO3 4 marks**

4. (a) Preserve, keep safe or similar phrase.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

**AO1 2 marks**

(b) Islam teaches that God created the universe, the earth and people out of nothing. He created everything as a unity. God created Adam as the first human who was different from the angels because he was given free will. Adam misused his free will and sinned and was thrown out of the garden. He repented of his sin at Arafat and was made the first prophet of God.

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 will explain how some Christians see the Biblical teaching on animals being a part of God's creation and the teaching of Jesus on non-violence to be connected. Jesus said that even the death of a sparrow does not go unnoticed by God. They may also be influenced by the Quaker statement, 'Let the law of kindness know no limits. Show a loving consideration for all God's creatures.'

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 teaching of at least one religion on the environment to show why followers of that religion should not use cars and washing machines and contrast that with the social and economic effects if everyone stopped using them. 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 an account of an alternative point of view to reach a personal conclusion

(4 marks)

**AO3 4 marks**

**Section 3 Religion: Peace and Conflict**

5. (a) The emphasis is ‘mass destruction’ therefore any ONE of A-bomb, H-bomb, Cruise missile, ICBM or similar weapon.

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

- (b) A wide range of answers is possible, but the key word is religious, consequently no marks can be given for organisations such as the United Nations. The person, community or organisation must be clearly identified as religious.

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 are likely to refer to the Christian just war theory and to ideas such as: Jesus did not condemn soldiers he met; Paul said that Christians must obey the orders of the government which could include fighting in a war; Jesus’ statement about giving Caesar’s what is Caesar’s can justify war; a soldier in a just war is no different from a policeman protecting the innocent.

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 just war theory of one religion showing that nuclear weapons cannot be used with the arguments for mutually assured destruction promoting peace. 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 an account of an alternative point of view to reach a personal conclusion (4 marks)  
AO3 4 marks



6. (a) Refusing to fight in wars, or similar phrase.
- For a partially correct answer (1 mark)  
 For a correct answer (2 marks)  
**AO1 2 marks**
- (b) The attitude of Islam to war is that Muslims can fight in wars, but only if: the wars has a just cause; it is a last resort; the methods are just and are not aimed at civilians; it is authorised and led by a Muslim authority.
- 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 range of answers is possible. Answers on historical conflicts such as the Vietnam War or the Second World War should receive no marks. However, areas of conflict in the last five years which have now been resolved must be accepted. The emphasis of the question is on explaining why the conflict is happening. Descriptions of an area of conflict 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 are likely to look at the teaching of a religion on the family and obeying parents and contrast this with the teaching that religion should come before the family 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 account of an alternative point of view to reach a personal conclusion (4 marks)  
**AO3 4 marks**

**Section 4 Religion: Crime and Punishment**

7. (a) Due allocation of reward and punishment, fairness, the maintenance of what is right, or similar phrase.

For a partially correct answer

**(1 mark)**

For a correct answer

**(2 marks)**

**AO1 2 marks**

- (b) Christian teaching is that forgiveness is offered by God to anyone who repents of their sins. In the Roman Catholic tradition, God's forgiveness comes via the priest through acts of contrition and penance. Christians are expected to forgive people who wrong them. They promise this in the Lord's Prayer and St Peter was told by Jesus to forgive his brother up to seventy times seven times.

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 will explain that Islam permits capital punishment because it is the punishment stated for certain crimes in the Qur'an, and, as Muslims believe the Qur'an is the word of God, whatever the Qur'an says must be followed. However, forgiveness is a great virtue praised in the Qur'an, and the Muslim theory of justice involves the victims of crime, so it is possible for the relatives of a murdered person to substitute a money payment for the death penalty.

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 look at the reasons for believing sins and crimes are the same as both are against God's will, and contrast this with the view that crimes are worse because they have an effect on the whole of society whereas sins only affect the individual's relationship with God 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 an account of an alternative point of view to reach a personal conclusion

**(4 marks)**

**AO3 4 marks**

8. (a) Any TWO of: retribution, deterrence, reform, protection, reparation.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

**AO1 2 marks**

(b) Candidates who simply name a prisoner of conscience should receive no marks. A wide range of answers is possible and examiners must reward answers accordingly. If there is only one main reason and a candidate goes into this in depth, it will reach level 3.

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 crime is an act against the law, a sin is an act against the will of God. Though they will often be the same, candidates are required to explain the difference with examples. Good answers will use specific examples, e.g. breaking the speed limit to get an injured person to hospital is a crime but not a sin, whereas refusing food to a starving person is a sin but not a crime, to show the difference.

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 at least one religion on life being sacred with the attitudes of one religion which supports capital punishment 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 an account of an alternative point of view to reach a personal conclusion

(4 marks)

**AO3 4 marks**



**Section 5 Options**

**9.**

- (a) (i)** As there is such a wide range of treatments, candidates can reach level 4 with either a very brief outline of each of the following, or a more detailed outline of four of the following: in-vitro fertilisation, artificial insemination by husband, artificial insemination by donor, egg donation, embryo donation, surrogacy.

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 why Roman Catholics do not allow any of the medical treatments (sanctity of life, life given by God, unnatural sex) and why other Christians allow IVF and AIH (God intended everyone to have the joy of children), but have reservations about the other techniques (God intended only one mother and father, problems of identity).

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 will look at the viewpoint of at least one religion which allows genetic experiments and the reason for it. They will contrast this with religious reasons against genetic experiments to reach 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. (a) The Biblical cosmology based on Genesis 1 is that God created the universe and everything in it in six days: Day 1 – heaven and earth, light and dark; Day 2 – the separation of the earth from the sky; Day 3 – dry land, plants and trees; Day 4 – sun, moon, and stars; Day 5 – fish and birds; Day 6 – animals and humans.

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)
	<b>AO1 4 marks</b>

- (b) Good answers will look at the three different attitudes to the Biblical cosmology of – creationism, conservatism and liberalism and explain why Christians hold these views and therefore why Christians have different views.

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)
	<b>AO2 8 marks</b>

- (c) Good answers will look at the scientific cosmology (and perhaps other ways in which science appears to have disproved religion such as miracles) and compare this with the evidence that science and religion are connected, and the science can lead to religious belief. They will evaluate the evidence to reach 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)
	<b>AO3 8 marks</b>

**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

