

# Mark Scheme (Results) Summer 2008

GCSE

## GCSE Religious Studies (5561) Paper 1



1(c)	Explain why the existence of evil and suffering causes problems for some people who believe in God.	
Question Number	Indicative content	
1(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• They believe that God is good (benevolent), but if God is good he ought not to want evil and suffering in his world.</li> <li>• They believe that God has the power to do anything (omnipotent) but if God is all-powerful, he must be able to get rid of evil and suffering from the world he created.</li> <li>• However, there is evil and suffering in the world, and so either God is not good or God is not all-powerful, or God does not exist.</li> <li>• This can cause religious people to question their beliefs</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason and one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

1(d)	'If God doesn't answer our prayers, he can't exist.' Do you agree? Give reasons for your opinion, showing you have considered another point of view.	
Question Number	Answer	
1(d)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If God exists he must want to answer people's prayers</li> <li>• If God is all-powerful and all loving he would answer peoples prayers</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If God is good he won't answer prayers which might cause harm to people.</li> <li>• God cannot answer prayer with contradict each other so he can still exist.</li> </ul> <p>Answers that do not refer to the existence of God cannot go above level two. If you are unsure about the validity of reasons, you must send to review</p>	
Level	Mark	Descriptor
Level 1	1	One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
Level 4	4	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>



2(c)	<b>Explain how seeing design in the world can lead to, or support, belief in God.</b>	
Question Number	Answer	
2(c)	<p>The main features of design are:</p> <ul style="list-style-type: none"> <li>• the way the universe works according to scientific laws such as gravity;</li> <li>• the way humans grow from a tiny blueprint of DNA;</li> <li>• the way the complex mechanism of the eye allows people to see;</li> <li>• the way everything in nature seems to be designed for a purpose</li> <li>• the way the Big Bang worked with the laws of science to produce a universe of order.</li> </ul> <p>The main features of Paley's watch are:</p> <ul style="list-style-type: none"> <li>• If you came across a watch in an uninhabited place, you could not say it had been put there by chance.</li> <li>• The complexity of its mechanism would make you say it had a designer. The universe is a far more complex mechanism than a watch,</li> <li>• and so, if a watch needs a watchmaker, the universe needs a universe maker.</li> </ul> <p>The likely conclusion is:</p> <ul style="list-style-type: none"> <li>• As the only being which could design the universe would be God, it follows that God must exist.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one design feature</li> <li>• OR a conclusion</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• one feature with a conclusion</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• two features with the conclusion</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• three features leading to the conclusion</li> </ul>

2(d)	'There should be no suffering in a world created by God.' Do you agree? Give reasons for your opinion, showing you have considered another point of view.	
Question Number	Answer	
2(d)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• God is supposed to be good, so he would not create a world with evil and suffering</li> <li>• God is supposed to be all-powerful so he could create the world any way he wanted to and he would not have wanted it to bring suffering</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If God wanted to create a world with humans who have free will, he had to allow the possibility of evil and suffering</li> <li>• If God wanted to create a world where humans developed their souls they would need evil and suffering to overcome.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>	
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
Level 4	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>





<b>3(c)</b>		Explain why Christians believe in life after death.
<b>Question Number</b>		<b>Indicative content</b>
<b>3(c)</b>		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• Jesus rose from the dead;</li> <li>• the Bible says that there is life after death;</li> <li>• the Churches teach that there is life after death;</li> <li>• the creeds say that there is life after death;</li> <li>• there is evidence of life after death from such things as near-death experiences and the paranormal;</li> <li>• Christians believe that life after death gives life meaning and purpose;</li> <li>• Because belief in life after death provides comfort.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

<b>3(d)</b>		<p><i>'Euthanasia should be allowed for people who have no quality of life.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion.</p>
Question Number		Indicative content
<b>3(d)</b>		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If you have no quality of life, your life is not worth living so you should be allowed to end it.</li> <li>• Many people make living wills saying that they want euthanasia if they have no quality of life and their wishes should be respected.</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Christianity teaches that euthanasia is wrong because life is sacred</li> <li>• Christianity teaches that questions about when life should end are in the hands of God who created life, not humans.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p> <p><b>Answers which do not refer to a specific religion cannot go beyond level 2</b></p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
Level 4	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>



4(c)		Explain why some people think the law on euthanasia should be changed.
Question Number		Indicative content
4(c)		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• advances in medicine have led to people being kept alive with little or no quality of life (It is claimed that doctors and relatives should have the right to give such patients a painless death).</li> <li>• People write living wills wanting to have euthanasia if they are terminally ill, and they should be respected.</li> <li>• The National Health Service cannot afford to keep people alive for years on a life- support machine which could be used to save the life of someone who has a chance of recovery.</li> <li>• Many people feel that it is a basic human right to have control about ending your life.</li> <li>• If people have the right to commit suicide, then they have the right to ask a doctor to assist their suicide if they are too weak to do it themselves.</li> <li>• Some people think the law should be made easier because of their religious beliefs.</li> <li>• Some people think the law should be made stricter because of their religious beliefs.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description of the law</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• Two reasons and one developed reason</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

4(d)	<p><i>'When you're dead, you're dead, and that's the end of you.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion.</p>	
Question Number	Indicative content	
4(d)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The lack of evidence for any life after death</li> <li>• The difficulty of envisaging where life after death could take place</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The teaching of a relevant holy book about life after death</li> <li>• Other evidence from one religion about life after death</li> </ul> <p>If you are unsure about the validity of reasons, you must send to review.</p> <p>Answers which do not refer to a religion cannot go beyond level 2</p>	
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
Level 4	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>



5(c)		Choose <i>one religion other than Christianity</i> and explain why family life is important in that religion.
Question Number		Indicative content
5(c)		<p><b>ISLAM</b></p> <p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• children are a gift from God and that, at the end of the world, Muslims will be judged by God on how well they have brought up their children.</li> <li>• The family was created by God as the basic unit of society and as the only place in which children should be brought up. Therefore it is the most important part of society and without the family society would collapse.</li> <li>• All Muslims are expected to follow the perfect example of the prophet Muhammad who married and raised a family.</li> <li>• The family is the place where children learn the difference between right and wrong so that without the family there would be much more evil in the world.</li> <li>• The family is the place where children are introduced to the faith through aqīqa, Salah and Ramadan at home, being taken to madrasah , festivals etc. This means that the family is very important for Islam to continue and grow.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

<b>5(d)</b>		<i>'If you have a Christian wedding, you should never get divorced.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>5(d)</b>		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The teachings of the Church that marriage is for life</li> <li>• The vows taken in the wedding ceremony especially to remain faithful 'till death parts us'</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The fact that some Christian Churches allow divorce</li> <li>• Ideas about divorce being the lesser of two evils in certain cases.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
<b>Level 4</b>	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>



<b>6(a)</b>	What is <b>pre-marital sex</b> ?	
Question Number	Answer	Mark
<b>6(a)</b>	Correct answer: <ul style="list-style-type: none"> <li>sex before marriage</li> </ul>	<b>2</b>
	Partially correct answers could be: <ul style="list-style-type: none"> <li>sex outside marriage</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<b>1</b>

<b>6(b)</b>	Choose <b>one religion other than Christianity</b> and outline its attitudes to sex outside marriage.	
Question Number	Indicative content	
<b>6(b)</b>	<p><b>ISLAM</b></p> <ul style="list-style-type: none"> <li>Sex before marriage is unacceptable in Islam.</li> <li>Boys and girls are separated after puberty and there should be no mixing of the sexes apart from with close family members.</li> <li>Adultery is a serious sin in Islam and no Muslim should ever commit adultery.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>any one correct attitude showing an awareness that there is more than one attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>two correct attitudes</li> <li>OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>three correct attitudes</li> <li>OR two attitudes with one developed</li> </ul>

<b>6(c)</b>		Explain why family life has changed in the United Kingdom.
Question Number		Indicative content
<b>6(c)</b>		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• The extended family is becoming more popular because more mothers are in paid employment and use retired grandparents to look after the children.</li> <li>• Single-parent families have increased considerably because more couples divorce.</li> <li>• The growth of cohabiting rather than marrying, means that many families now have unmarried parents.</li> <li>• Re-constituted families are increasing rapidly as more people divorce and remarry.</li> <li>• Families with homosexual parents are increasing because of changing attitudes to homosexuality.</li> <li>• Mothers are more likely to work because of the growth of equal opportunities for women.</li> <li>• Families are smaller because of family planning.</li> </ul> <p>Ethnic minority candidates might answer about changes through coming to the UK.</p> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

<b>6(d)</b>		<i>'Churches keep families together.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>6(d)</b>		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The teachings of the Churches about divorce and the importance of the family</li> <li>• Provisions such as family services, church youth clubs, counselling and financial help</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The fact that divorce rates among Christians are just as high as in the rest of the population</li> <li>• Trying to make children Christians can lead to family break-ups</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
<b>Level 4</b>	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>



7(c)	Choose <i>one religion other than Christianity</i> and explain why there are different attitudes to the role of women in that religion.	
Question Number	Indicative content	
7(c)	<p><b>ISLAM</b></p> <p>Some Muslims believe that men and women should have different roles in life and religion. They have this attitude because:</p> <ul style="list-style-type: none"> <li>• the Qur'an teaches that men should support women because God has given men a stronger physique;</li> <li>• the Qur'an teaches that women have been created to bear children and men to provide for them;</li> <li>• the Qur'an teaches that women should only inherit half of what a man inherits showing that men need more money than women to be the family providers;</li> <li>• it is traditional for only men to attend the mosque and to be imams.</li> </ul> <p>Some Muslims believe that men and women should have completely equal roles in religion and education. They have this attitude because:</p> <ul style="list-style-type: none"> <li>• the Qur'an teaches that men and women are equal in religion and education;</li> <li>• there is evidence from the life of the Prophet that Muhammad encouraged both men and women to worship in the mosque;</li> <li>• there were women religious leaders during the early stages of Islam whose advice was asked by the early caliphs.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• a description of two attitudes</li> <li>• OR a reason for one attitude showing an awareness that there is more than one attitude</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• a description of one attitude and a reason for a different attitude</li> <li>• OR a reason for one attitude and a reason for a different attitude</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• One attitude with two reasons and a different attitude with one reason</li> <li>• OR three different attitudes with a reason each</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• One attitude with at least two reasons and a different attitude with at least two reasons</li> <li>• OR two attitudes with a reason each and a third attitude with at least two reasons</li> </ul>

7(d)	'All religions deserve equal respect.' Do you agree? Give reasons for your opinion, showing you have considered another point of view.	
Question Number	Indicative content	
7(d)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• This is the basis of a multi-faith society</li> <li>• It is the meaning of religious pluralism</li> <li>• Without it there can be religious violence</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If only one religion is right then the others are wrong and don't deserve respect.</li> <li>• Religions which encourage their adherents to be evil don't deserve respect.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>	
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
Level 4	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>



<b>8(c)</b>		Explain why there are different attitudes to the role of women in Christianity.
Question Number		Indicative content
<b>8(c)</b>		<p>Some protestants teach that men and women have separate and different roles. This attitude is based on:</p> <ul style="list-style-type: none"> <li>• the teachings of St Paul in Timothy about women not being allowed to teach or speak in church;</li> <li>• the teaching of Genesis 2 about Adam being created first;</li> <li>• the disciples of Jesus being men.</li> </ul> <p>Other Protestant Churches now accept that men and women are equal, and they have women ministers and priests This attitude is based on:</p> <ul style="list-style-type: none"> <li>• the teachings of Genesis 1 that male and female were created at the same time and equally;</li> <li>• the teaching of St Paul that in Christ there is neither male nor female;</li> <li>• the evidence from the gospels that Jesus treated women as his equals.</li> <li>• The possible evidence that there were women priests in the early Church</li> </ul> <p>The Catholic attitude is that men and women should have equal roles and equal rights, but that only men can become priests. They believe this because:</p> <ul style="list-style-type: none"> <li>• men and women have equal status in the eyes of God.</li> <li>• Jesus only chose men to be his apostles;</li> <li>• Jesus was a man and the priest represents Jesus in the Mass.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• a description of two attitudes</li> <li>• OR a reason for one attitude showing an awareness that there is more than one attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• a description of one attitude and a reason for a different attitude</li> <li>• OR a reason for one attitude and a reason for a different attitude</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• One attitude with two reasons and a different attitude with one reason</li> <li>• OR three different attitudes with a reason each</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• One attitude with at least two reasons and a different attitude with at least two reasons</li> <li>• OR two attitudes with a reason each and a third attitude with at least two reasons</li> </ul>



<b>8(d)</b>		<i>'No one has the right to try to convert you.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>8(d)</b>		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• The need for religious pluralism in a multi-faith society</li> <li>• The way in which attempts to convert can be regarded as harassment</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• The teachings of a religion such as Christianity about the need to convert the world</li> <li>• The idea that freedom of religion implies the freedom to try to convert others</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons (or a developed reason) for each</li> </ul>
<b>Level 4</b>	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

<b>9(a)</b>		Outline the variety and range of specifically religious programmes (religious broadcasts) on television.
Question Number		Indicative content
<b>9(a)</b>		<p>There is a very wide range and variety of religious programmes which are often divided into three types.</p> <ul style="list-style-type: none"> <li>• Worship-type programmes which either broadcast a service, include a lot of hymns or are mainly prayers and readings from religious books. The main programmes of this type are: <i>Songs of Praise</i> on BBC1, the <i>Sunday Service</i> on ITV..</li> <li>• Magazine-type programmes which show a mixture of religious news, reviews and interviews. BBC1's former Sunday morning religious programme was <i>The Heaven and Earth Show</i> which was like a religious daytime television magazine-type programme.</li> <li>• Religious documentaries which concentrate on religious and moral issues which are investigated in a much deeper way. There are some regular religious documentaries such as <i>Everyman</i> and <i>Witness</i>. But also many one-off programmes on particular religious issues or a particular religion.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• two types identified</li> <li>• OR any one correct type of programme outlined</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• three types identified</li> <li>• OR two correct types outlined</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• three correct types outlined</li> <li>• OR two types with one developed</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>• Three correct types with one developed</li> <li>• OR two correct types developed</li> </ul>

<b>9(b)</b>		Choose a moral or religious issue dealt with in a television soap opera, or the national press. Explain how this issue was dealt with.
Question Number		Indicative content
<b>9(b)</b>		Clearly, the explanation will vary according to the issue and medium chosen. The issue must be clearly identified to go beyond level 1.  Issues from a film or drama should be given no marks.  <b>If you are unsure of the validity of an answer, it must be sent to review.</b>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one way the issue was dealt with</li> <li>• OR a description of the storyline/article</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two ways the issue was dealt with</li> <li>• OR one developed way the issue was dealt with</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three ways the issue was dealt with</li> <li>• OR two ways the issue was dealt with, with one developed</li> <li>• OR one fully developed way the issue was dealt with</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• Four ways the issue was dealt with</li> <li>• OR three ways the issue was dealt with, with one developed</li> <li>• OR two developed ways the issue was dealt with</li> <li>• OR one comprehensively explained way the issue was dealt with</li> </ul>

9(c)	<p><i>'There should be more specifically religious programmes on British television.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to specific programmes.</p>	
Question Number	Indicative content	
9(c)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Examples of the popularity of some religious broadcasts e.g. Songs of Praise, documentaries. Reality programmes like Seaside Parish</li> <li>• The small number of religious broadcasts on television, the withdrawal of the popular Heaven and Earth Show</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Many people find religious broadcasts boring - using own examples</li> <li>• The low numbers of viewers for religious broadcasts mean that programme schedulers will think we have sufficient religious broadcasts</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review. Answers which do not refer to specific programmes cannot go beyond level 2</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons for each</li> </ul>
Level 4	8	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

Quality of Written Communication
<p><b>You must now mark the QWC for question 9</b></p> <p>Quality 1 relevant information has been provided in a form which suits its purpose:</p> <ul style="list-style-type: none"> <li>• add up the marks for a), b) and c). If it is 14 or more award Quality 1.</li> </ul> <p>Quality 2 legible text with spelling, grammar and punctuation accurate so that meaning is clear:</p> <ul style="list-style-type: none"> <li>• If you have been able to understand the answer easily and spelling mistakes have not detracted from clear meaning, you can award Quality 2</li> </ul> <p>Quality 3 a suitable structure and style of writing has been used:</p> <ul style="list-style-type: none"> <li>• ask yourself, 'Have sentences and paragraphs been used?' 'Have bullet points or</li> </ul>

slang been used?' If the answer to the first question is Yes and the answer to the second question is No, you should award Quality 3.

<b>10(a)</b>		Choose <b>one</b> religious agency and outline its work to relieve world poverty.
Question Number		Indicative content
<b>10(a)</b>		<p>The agency must be a clearly religious one (Oxfam, Save the Children etc must not be accepted), if in doubt please type in the name given by the candidate into a search engine (Google etc) to check, you can do this whilst marking on line.</p> <p>Clearly the work will be different for different agencies, therefore marks must be awarded according to the levels.</p> <p><b>If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>any one correct form of work</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>two correct form of work</li> <li>OR one developed</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>three correct form of work</li> <li>OR two form of work with one developed</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>Four correct form of work</li> <li>OR two form of work developed</li> <li>OR two correct form of work plus one correct teaching developed</li> </ul>

<b>10(b)</b>		Explain why some countries are poorer than others.
Question Number		Indicative content
<b>10(b)</b>		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• Many LEDC's suffer from wars. Wars destroy crops, homes, schools, hospitals and create refugees. A neighbouring country can often move from developing to less developed when war refugees arrive needing shelter, food etc.</li> <li>• Many LEDC's are in areas where there are regular natural disasters like earthquakes and floods which can destroy homes, farmland etc. Bangladesh has bad floods almost every year.</li> <li>• All LEDC's suffer from debt. They have to borrow money from banks in developed countries and pay large amounts of interest to the bank which they could have spent on development. Many LEDC's try to get money from abroad by growing and selling crops. But the rich countries pay their farmers grants (subsidies) to grow crops and put high taxes on the crops from LEDCs so their goods are expensive. Then they export the crops their farmers have grown at prices less than the LEDCs can grow them for.</li> <li>• Many poor countries try to solve this by growing cash crops (cotton, tea, coffee etc) to sell to the MEDCs, but this uses land that could have grown food, leading to starvation.</li> <li>• There are also problems of: lack of clean water, too many children, lack of education, AIDS/HIV etc. which prevent the country from developing.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

10(c)	<p><i>‘Religious people should do more than anyone else to relieve world poverty.’</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion.</p>	
Question Number	Indicative content	
10(c)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Religious teachings from one religion to show why followers of that religion should do more to help relieve world poverty than anyone else</li> <li>• Religious teachings from another religion to show why followers of that religion should do more than anyone else to relieve world poverty</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Reasons for why the relief of poverty is everyone’s concern</li> <li>• Examples of the work of governments, the United Nations to show they do more than religious agencies.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review. Answers which do not refer to a specific religion cannot go beyond level 2</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons for each</li> </ul>
Level 4	8	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

Quality of Written Communication
<p><b>You must now mark the QWC for question 10</b></p> <p>Quality 1 relevant information has been provided in a form which suits its purpose:</p> <ul style="list-style-type: none"> <li>• add up the marks for a), b) and c). If it is 14 or more award Quality 1.</li> </ul> <p>Quality 2 legible text with spelling, grammar and punctuation accurate so that meaning is clear:</p> <ul style="list-style-type: none"> <li>• If you have been able to understand the answer easily and spelling mistakes have not detracted from clear meaning, you can award Quality 2</li> </ul> <p>Quality 3 a suitable structure and style of writing has been used:</p> <ul style="list-style-type: none"> <li>• ask yourself, ‘Have sentences and paragraphs been used?’ ‘Have bullet points or</li> </ul>

slang been used?' If the answer to the first question is Yes and the answer to the second question is No, you should award Quality 3.



## Islam Answers

<b>2(b)</b>		<b>Outline the main features of a religious upbringing in one religion</b>
Question Number		Indicative content
2(b)		<p><b>ISLAM</b></p> <ul style="list-style-type: none"> <li>• Children will go through the Aqiqah ceremony</li> <li>• Children will be taught about Islam at madrasah</li> <li>• Children will be taught salah at home</li> <li>• Children will be brought up in a halal home</li> <li>• Children will observe the pillars and celebrate the Eids</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct feature</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed</li> </ul>

## Buddhism Answers

<b>2(b)</b>		Outline the main features of a religious upbringing in one religion
Question Number		Indicative content
<b>2(b)</b>		<p><b>BUDDHISM</b></p> <ul style="list-style-type: none"> <li>• children are taught about Buddhism by their parents;</li> <li>• children see the shrine in the home;</li> <li>• the family performs daily puja in the home children are taken to the vihara or monastery for special events and festivals.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct feature</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed</li> </ul>

<b>3(b)</b>		Choose one religion other than Christianity and outline its attitudes to abortion.
Question Number		Indicative content
<b>3(b)</b>		<p><b>BUDDHISM</b></p> <ul style="list-style-type: none"> <li>• Some Buddhists do not allow abortion because Buddhism teaches that life begins at conception and so all abortion is killing and has harmful karmic effects;</li> <li>• some Buddhists believe that abortion is often the lesser of two evils (e.g.. if the mother's life is at risk) and that the karmic consequences will be reduced because of the reasons of love (meta) and compassion (karuna).</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing that there is more than one correct attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• two attitudes with one developed</li> </ul>

4(b)	Choose one religion other than Christianity and outline its teachings about life after death.	
Question Number	Indicative content	
4(b)	<p><b>BUDDHISM</b></p> <ul style="list-style-type: none"> <li>• Buddhists believe in samsara and karma as the processes of rebirth.</li> <li>• As the Buddha taught anatta, that there no fixed self, Buddhists have many different ideas on life after death.</li> <li>• Some believe that it is just the karma that is worked through the next life,</li> <li>• others say there is a form of continuum between a person in this life and whatever carries on their karma in their next life, others say that the personality is reborn.</li> <li>• The escape from samsara is enlightenment which leads to nibbana.</li> <li>• Some Buddhists regard nibbana as like heaven whereas other Buddhists see it as a state of peace and others regard it as more like the extinction of all desires.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct teaching</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

5(c)	Choose ONE religion other than Christianity and explain why family life is important in that religion.	
Question Number	Indicative content	
5(c)	<p><b>BUDDHISM</b></p> <ul style="list-style-type: none"> <li>• The family is the best way to keep society together;</li> <li>• The family is where children learn the difference between right and wrong;</li> <li>• The family is where children learn about Buddhism</li> <li>• Most Buddhist worship and meditation is based in the home</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason and one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> </ul>

		<ul style="list-style-type: none"><li>• OR one fully developed reason and one basic reason</li><li>• OR one comprehensive explanation</li></ul>
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<b>6(b)</b>	Choose ONE religion other than Christianity and outline its attitudes to sex outside marriage.	
Question Number	Indicative content	
<b>6(b)</b>	<p><b>BUDDHISM</b></p> <ul style="list-style-type: none"> <li>• Most Buddhists are against sex before marriage</li> <li>• Some Buddhists believe sex before marriage is all right as long as the couple love each other, are in a long-term relationship and intend to marry eventually.</li> <li>• All Buddhists believe that adultery is wrong.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing that there is more than one correct attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct attitudes OR</li> <li>• two attitudes with one developed</li> </ul>

<b>7(c)</b>	Choose ONE religion other than Christianity and explain why there are different attitudes to the role of women in that religion.	
Question Number	Indicative content	
<b>7(c)</b>	<p><b>BUDDHISM</b></p> <ul style="list-style-type: none"> <li>• Traditional Buddhists believe that, although men and women are equal, they have different roles. It is the role of the man to provide the material needs of the family, it is the role of the woman to look after the home and family. This is based on the teaching of sadara brahmacariya and on the separate nature of nuns and monks.</li> <li>• Other Buddhists believe that men and women are completely equal and should have completely equal roles.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• a description of two attitudes</li> <li>• OR a reason for one attitude showing that there is more than one correct attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• a description of one attitude and a reason for a different attitude</li> <li>• OR a reason for one attitude and a reason for a different attitude</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• One attitude with two reasons and a different attitude with one reason OR three different attitudes with a reason each</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• One attitude with at least two reasons and a different attitude with at least two reasons</li> <li>• OR two attitudes with a reason each and a third attitude with at least two reasons</li> </ul>

<b>8(b)</b>	Choose <i>ONE religion other than Christianity</i> and outline its teachings on racial harmony.	
Question Number	Indicative content	
<b>8(b)</b>	<p><b>BUDDHISM</b></p> <ul style="list-style-type: none"> <li>• Buddhism rejects racism because all souls are equal.</li> <li>• Buddhism teaches that hatred is one of the five things that prevent spiritual growth and racism is hatred.</li> <li>• The first pansil is not to harm any living creature, and racism is bound to harm the people it is directed against.</li> <li>• The Noble Eightfold path teaches right living which involves treating everyone with respect</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct teachings</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

## Hinduism Answers

<b>2(b)</b>		<b>Outline the main features of a religious upbringing in one religion.</b>
Question Number		Indicative content
2(b)		<p><b>HINDUISM</b></p> <ul style="list-style-type: none"> <li>• Having special ceremonies at birth</li> <li>• Saying daily prayers</li> <li>• making offerings at the shrine in the home every day</li> <li>• going to worship in the mandir with parents</li> <li>• going to the mandir school</li> <li>• celebrating the Hindu festivals</li> <li>• ceremonies such as the sacred thread</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p> <p><b>Award marks as follows:</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct feature</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed</li> </ul>

<b>3(b)</b>		<b>Choose one religion other than Christianity and outline its attitudes to abortion.</b>
Question Number		Indicative content
3(b)		<p><b>HINDUISM</b></p> <ul style="list-style-type: none"> <li>• Some Hindus teach that there should be no abortion. They believe this because of the belief in ahimsa.</li> <li>• Some Hindus teach that abortion should be allowed only if the mother's life is in danger.</li> <li>• They believe this because the teaching on ahimsa means that violence should not be done to the mother by the foetus.</li> <li>• Some Hindus teach that abortion is allowable under any circumstances. They believe this because: the Bhagavad Gita says that it is impossible to kill the soul, as the soul of the foetus will just be put into another body.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p> <p><b>Award marks as follows:</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing that there is more than one correct attitude</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct attitudes</li> <li>• OR two attitudes with one developed</li> </ul>





<b>4(b)</b>		Choose one religion other than Christianity and outline its teachings about life after death.
Question Number		Indicative content
<b>4(b)</b>		<p><b>HINDUISM</b></p> <ul style="list-style-type: none"> <li>• Hindus believe that all humans have immortal souls which are continually reborn</li> <li>• until they achieve release (moksha) and become one with the Divine (Brahman).</li> <li>• Hindus have many different views on how moksha is to be achieved:</li> <li>• some believe it is achieved by following one's dharma in the four ashramas;</li> <li>• others through dedication to Krishna or a guru;</li> <li>• others through meditation practices like yoga.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct teaching</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

<b>5(c)</b>		Choose ONE religion other than Christianity and explain why family life is important in that religion.
Question Number		Indicative content
<b>5(c)</b>		<p><b>HINDUISM</b></p> <p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• the family was created by God to keep society together;</li> <li>• being a householder and bringing up a family is one of the stages of life which Hindus must go through to gain moksha;</li> <li>• there are many teachings about family life in the Hindu holy books;</li> <li>• a large part of Hindu worship (e.g. the daily puja) takes place in the home.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason and one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> </ul>

		<ul style="list-style-type: none"><li>• OR one comprehensive explanation</li></ul>
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<b>6(b)</b>	Choose ONE religion other than Christianity and outline its attitudes to sex outside marriage.	
Question Number	Indicative content	
<b>6(b)</b>	<p><b>HINDUISM</b></p> <ul style="list-style-type: none"> <li>• Hinduism is against all sex outside marriage.</li> <li>• Sex before marriage is not allowed</li> <li>• Sex is not allowed in the student stage of life;</li> <li>• All Hindus believe that adultery is wrong</li> <li>• Sex is only allowed in the grihastha stage</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing that there is more than one correct attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct attitudes</li> <li>• OR two attitudes with one developed</li> </ul>

7(c)	Choose ONE religion other than Christianity and explain why there are different attitudes to the role of women in that religion.	
Question Number	Indicative content	
7(c)	<p><b>HINDUISM</b> There are three attitudes to the roles of men and women in Hinduism:</p> <ol style="list-style-type: none"> <li>1. Traditional Hindus teach that women should be homemakers and bring up children while the men earn money and protect the family. They believe this because: <ul style="list-style-type: none"> <li>• it is what the Law of Manu teaches;</li> <li>• it is what is shown in the examples of the Epics.</li> </ul> </li> <li>2. Some Hindu groups (such as Hare Krishna) teach that men and women should have completely equal roles in life and religion. They believe this because: <ul style="list-style-type: none"> <li>• they think that all souls are actually or potentially a part of the divine and so are equal.</li> <li>• they do not believe in dharma yoga</li> </ul> </li> <li>3. Other Hindu groups (such as Swaminarayan) give women equal status and the right to follow a career, but think separate roles in the temple. They believe this because: <ul style="list-style-type: none"> <li>• they think that all souls are actually or potentially a part of the divine and so are equal;</li> <li>• they think that the Law of Manu and the Epics refer only to roles in the temple.</li> </ul> </li> </ol> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• a description of two attitudes</li> <li>• OR a reason for one attitude showing that there is more than one correct attitude</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• a description of one attitude and a reason for a different attitude</li> <li>• OR a reason for one attitude and a reason for a different attitude</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• One attitude with two reasons and a different attitude with one reason</li> <li>• OR three different attitudes with a reason each</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• One attitude with at least two reasons and a different attitude with at least two reasons</li> <li>• OR two attitudes with a reason each and a third attitude with at least two reasons</li> </ul>

<b>8(b)</b>	Choose <i>ONE religion other than Christianity</i> and outline its teachings on racial harmony.	
Question Number	Indicative content	
<b>8(b)</b>	<p><b>HINDUISM</b></p> <ul style="list-style-type: none"> <li>• Hinduism is opposed to racism and racial discrimination in any form. Hindus work with many other groups in the United Kingdom to promote racial harmony.</li> <li>• Hindus believe that every soul is an actual or potential part of the divine (Brahman). If every soul has the potential to be part of the divine, then every soul must be of equal value.</li> <li>• If every soul is of equal value, then every person (whatever their race or colour) is of equal value.</li> <li>• The Indian Hindu have suffered from racist treatment when they were ruled by the Moghul, and then the British, Empires. This treatment has led Hindu leaders to work for racial harmony and justice.</li> <li>• Mohandas Gandhi taught that the different racial and ethnic groups in India should work and live together as equals.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct teaching</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

## Judaism Answers

<b>2(b)</b>		Outline the main features of a religious upbringing in one religion.
Question Number		Indicative content
<b>2(b)</b>		<p><b>JUDAISM</b></p> <ul style="list-style-type: none"> <li>• Celebrating Shabbat at home</li> <li>• Being taught daily prayers</li> <li>• Going to synagogue on Shabbat</li> <li>• Having lessons on Judaism at the synagogue</li> <li>• Preparing for Bar Mitzvah/Bat Mitzvah</li> <li>• Celebrating the festivals at home</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct feature</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed</li> </ul>

<b>3(b)</b>		Choose one religion other than Christianity and outline its attitudes to abortion.
Question Number		Indicative content
<b>3(b)</b>		<p><b>JUDAISM</b></p> <ul style="list-style-type: none"> <li>• Some Jews believe that abortion is always wrong because life begins at conception and the sixth commandment forbids taking life, so abortion is wrong.</li> <li>• Other Jews believe that abortion can be allowed if the mother's life is in danger, or there are problems with the baby's health</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing that there is more than one correct attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• two attitudes with one developed</li> </ul>

4(b)	Choose one religion other than Christianity and outline its teachings about life after death	
Question Number	Indicative content	
4(b)	<p><b>JUDAISM</b></p> <ul style="list-style-type: none"> <li>• Judaism teaches that this life is a preparation for a future life with God.</li> <li>• Some Jews believe in the resurrection of the body, others believe in an immortal soul.</li> <li>• Jews are not sure what life after death will be like, but the fact that they call cemeteries, 'the House of Life', shows they believe that God will look after them after death.</li> <li>• Many Jews believe that if they confess their sins before they die, they will be forgiven and God will let them live with him in everlasting happiness.</li> <li>• These beliefs help Jews to understand that life has purpose and meaning. Their aim is to serve God by following the mitzvot and so have eternal bliss.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct teaching</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

<b>5(c)</b>		<b>Choose ONE religion other than Christianity and explain why family life is important in that religion.</b>
Question Number		Indicative content
<b>5(c)</b>		<p><b>JUDAISM</b></p> <p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• The family was created by God to keep society together;</li> <li>• The family is the only way God wants children to be brought up;</li> <li>• The family is the place where children learn about Judaism and where Shabbat and the festivals are celebrated;</li> <li>• the family is the only way of keeping Judaism alive;</li> <li>• having a family is one of the mitzvot which all Jews have to follow.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

<b>6(b)</b>		<b>Choose ONE religion other than Christianity and outline its attitudes to sex outside marriage.</b>
Question Number		Indicative content
<b>6(b)</b>		<p><b>JUDAISM</b></p> <ul style="list-style-type: none"> <li>• Most Jews are against sex before marriage</li> <li>• some <b>Orthodox Jews</b> keep boys and girls apart after they reach puberty.</li> <li>• Some Jews believe sex before marriage is all right as long as the couple love each other, are in a long-term relationship and intend to marry eventually.</li> <li>• All Jews believe that adultery is wrong.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing that there is more than one correct attitude</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct attitudes</li> </ul>



		<ul style="list-style-type: none"><li>• OR two attitudes with one developed</li></ul>
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7(c)	Choose ONE religion other than Christianity and explain why there are different attitudes to the role of women in that religion.	
Question Number	Indicative content	
7(c)	<p><b>JUDAISM</b> There are three different attitudes to the roles of men and women in Judaism:</p> <p>1. The traditional attitude Most Orthodox Jews teach that men and women have different roles because:</p> <ul style="list-style-type: none"> <li>• the Torah says men should fulfil all the mitzvot, while the women only keep the mitzvot connected with the home.</li> <li>• It is the teaching of the Talmud.</li> </ul> <p>2. The modern attitude Some Orthodox Jews teach that men and women should have equal roles except in synagogue worship. They believe this because:</p> <ul style="list-style-type: none"> <li>• the Torah says men and women are equal (Genesis 1:27);</li> <li>• the mitzvot do not prevent women from having a career.</li> </ul> <p>3. The liberal attitude Reform and Progressive Jews teach completely equal roles for men and women because:</p> <ul style="list-style-type: none"> <li>• they believe that the Torah is not the unalterable word of God;</li> <li>• they interpret the Torah in the light of changes in society.</li> </ul>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• a description of two attitudes</li> <li>• OR a reason for one attitude showing that there is more than one correct attitude</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• a description of one attitude and a reason for a different attitude</li> <li>• OR a reason for one attitude and a reason for a different attitude</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• One attitude with two reasons and a different attitude with one reason</li> <li>• OR three different attitudes with a reason each</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• One attitude with at least two reasons and a different attitude with at least two reasons</li> <li>• OR two attitudes with a reason each and a third attitude with at least two reasons</li> </ul>

<b>8(b)</b>	Choose <i>ONE religion other than Christianity</i> and outline its teachings on racial harmony	
Question Number	Indicative content	
<b>8(b)</b>	<p><b>JUDAISM</b></p> <ul style="list-style-type: none"> <li>• Judaism does not regard any race as superior to another. It is opposed to racism and racial discrimination in any form.</li> <li>• the Torah teaches that all humans can be traced back to Adam and Eve and so they must all be brothers and sisters.</li> <li>• Many rabbis interpret, 'This is the book of the generations of man' (Genesis 5:1) to mean that God did not divide people into races or colours.</li> <li>• The main teaching of the Torah that God is one is taken by most rabbis to mean that humanity is also one because it was created by the one God.</li> <li>• There is a lot of teaching in the Tenakh about how God cares for the oppressed and wants his people to bring justice to the world.</li> <li>• The Tenakh teaches that Jews have been given a special responsibility by God to show God's laws to the rest of humanity and part of this responsibility must be promoting racial harmony.</li> <li>• Because of the Holocaust, Jews believe no one group/race should be treated as inferior.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct teaching</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

## Sikhism Answers

<b>2(b)</b>		Outline the main features of a religious upbringing in one religion.
Question Number		Indicative content
<b>2(b)</b>		<p><b>SIKHISM</b></p> <ul style="list-style-type: none"> <li>• the naming ceremony;</li> <li>• children being taken to the gurdwara for worship;</li> <li>• children being taught to pray at home;</li> <li>• children being helped to read the Guru Granth Sahib at home;</li> <li>• children going to classes in Punjabi and Sikhism at the gurdwara;</li> <li>• family celebrations of Sikh festivals.</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct feature</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed</li> </ul>

<b>3(b)</b>		Choose one religion other than Christianity and outline its attitudes to abortion.
Question Number		Indicative content
<b>3(b)</b>		<p><b>SIKHISM</b></p> <ul style="list-style-type: none"> <li>• Most Sikhs believe that abortion is wrong and can only be permitted if the mother's life is at risk, or the child is a result of rape.</li> <li>• Some Sikhs believe that abortion is also permissible if the health of the baby or the mother are at risk, and so they would accept the UK law on abortion.</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</p>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing that there is more than one correct attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• two attitudes with one developed</li> </ul>

4(b)	Choose one religion other than Christianity and outline its teachings about life after death.	
Question Number	Indicative content	
(b)	<p><b>SIKHISM</b></p> <ul style="list-style-type: none"> <li>• Sikhism teaches that all humans have an immortal soul (divine spark) which is reborn into another body after death.</li> <li>• This process (samsara) carries on until the soul is pure enough to achieve release (<b>mukti</b>).</li> <li>• The way to mukti is by changing from being human-centred (<b>manmukh</b>) to being God-centred (<b>gurmukh</b>) by following the teaching of the Gurus.</li> <li>• After mukti, the soul enters eternal bliss, often called heaven - a beautiful place which is the home of God.</li> <li>• There are some different interpretations of this teaching among Sikhs:</li> <li>• Some Sikhs are not aware of the belief in reincarnation because they are taught that following the Sikh way leads to heaven when they die.</li> <li>• Some believe only good Sikhs will go to heaven.</li> <li>• Some believe all good people will go to heaven whatever their religion.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct teaching</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

<b>5(c)</b>		Choose ONE religion other than Christianity and explain why family life is important in that religion.
Question Number		Indicative content
<b>5(c)</b>		<p><b>SIKHISM</b></p> <ul style="list-style-type: none"> <li>• it was created by God to keep society together;</li> <li>• Sikhism teaches that God is present in the home;</li> <li>• The family is where children learn the difference between right and wrong;</li> <li>• The family is where children learn about Sikhism and become Sikhs, therefore the family is the main way of keeping Sikhism alive.</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason and one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

<b>6(b)</b>		Choose ONE religion other than Christianity and outline its attitudes to sex outside marriage.
Question Number		Indicative content
<b>6(b)</b>		<p><b>SIKHISM</b></p> <ul style="list-style-type: none"> <li>• Sikhism is against all sex outside marriage.</li> <li>• Sex before marriage is not allowed because:</li> <li>• all the Gurus only had sex within marriage;</li> <li>• All Sikhs believe that adultery is wrong</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct attitude showing that there is more than one correct attitude</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct attitudes</li> <li>• OR two attitudes with one developed</li> </ul>

7(c)	Choose ONE religion other than Christianity and explain why there are different attitudes to the role of women in that religion.	
Question Number	Indicative content	
7(c)	<p><b>SIKHISM</b></p> <p>Sikhism teaches that men and women should be completely equal, and most Sikhs believe this because:</p> <ul style="list-style-type: none"> <li>• Guru Nanak taught that men and women are equal.</li> <li>• All the other Gurus taught equality and some had women helpers.</li> <li>• The Guru Granth Sahib teaches that God is not male or female.</li> </ul> <p>Some Sikhs believe that women should be homemakers and bring up children; men should provide for the family and be religious leaders because:</p> <ul style="list-style-type: none"> <li>• they come from the Punjab where women do not have equal rights.</li> <li>• They do not read the scriptures and take more notice of culture than religion.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• a description of two attitudes</li> <li>• OR a reason for one attitude showing that there is more than one correct attitude</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• a description of one attitude and a reason for a different attitude</li> <li>• OR a reason for one attitude and a reason for a different attitude</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• One attitude with two reasons and a different attitude with one reason</li> <li>• OR three different attitudes with a reason each</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• One attitude with at least two reasons and a different attitude with at least two reasons</li> <li>• OR two attitudes with a reason each and a third attitude with at least two reasons</li> </ul>

<b>8(b)</b>	Choose <i>ONE religion other than Christianity</i> and outline its teachings on racial harmony.	
Question Number	Indicative content	
<b>8(b)</b>	<p><b>SIKHISM</b></p> <ul style="list-style-type: none"> <li>• Sikhism does not regard any race as superior to another. It is opposed to racism and racial discrimination in any form.</li> <li>• the gurus all opposed the caste system and treated people as equals whatever their race or caste.</li> <li>• Guru Nanak emphasised that anyone from any background (and therefore any race) can come to salvation.</li> <li>• The fundamental Sikh teaching is that because there is only one God who created the whole of humanity, humanity must also be one. Therefore there can be no differences of race or class or gender because everyone is given the divine essence.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Award marks as follows:</b></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• any one correct teachings</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>