

Mark Scheme (Results) Summer 2008

GCSE

GCSE Religious Studies (5563) Paper 1

Unit B (5563/5564)
Religion and life based on a study of Christianity

1(a)	What does omniscient mean?	
Question Number	Answer	Mark
1(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> • All-knowing • All-seeing • God knows everything • God knows all that has happened and will happen. <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> • God's knowledge • What God knows <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

1(b)	Describe one religious experience.	
Question Number	Indicative content	
1(b)	<p>One experience which is clearly religious (such as numinous, miraculous, conversion, mystical, answered prayer) described in some detail.</p> <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • a simple description • OR a definition of a religious experience • OR any answer using an experience which is religious e.g. baptism
Level 2	4	<ul style="list-style-type: none"> • a basic description • OR a definition with a simple description
Level 3	6	<ul style="list-style-type: none"> • a developed description • OR a definition with a basic description.

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"> • They believe that God is good (benevolent), but if God is good he ought not to want evil and suffering in his world. • 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. • 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. • This can cause religious people to question their beliefs <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

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	Indicative content	
1(d)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • If God exists he must want to answer people's prayers • If God is all-powerful and all loving he would answer peoples prayers <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • God cannot answer prayers which contradict each other so he can still exist. • If God is good he will not answer prayers which might cause harm to people. <p>Answers that do not refer to the existence of God cannot go above level two.</p> <p>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"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons (or a developed reason) for each
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"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

2(a)	What does numinous mean?	
Question Number	Answer	Mark
2(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> • The feeling of the presence of something greater than you • The feeling you get in a religious building • The feeling you get looking up at the stars • Being aware of God's presence 	2
	<p>Partially correct answers could be:</p> <ul style="list-style-type: none"> • A religious feeling • Something greater than you <p>Any alternative wording of the above points is acceptable.</p>	1

2(b)	Outline the main features of a religious upbringing in a Christian family.		
Question Number	Indicative content		
2(b)	<p>The main features are:</p> <ul style="list-style-type: none"> • Christian children will be baptised; • Christian children will be confirmed; • Christian children will be taken to worship God (church) with their parents; • Christian children will be taught to pray to God every day; • Christian children will be expected to thank God and remember God's good gifts at various religious festivals especially at Christmas and Easter; • Christian children will go to Sunday school (to learn about God); • Christian children are likely to go to a church school <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>		
	Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • any one correct feature 	
Level 2	4	<ul style="list-style-type: none"> • two correct features • OR one developed 	
Level 3	6	<ul style="list-style-type: none"> • three correct features • OR two features with one developed 	

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

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		Indicative content
2(d)		Reasons for supporting this statement could be: <ul style="list-style-type: none"> • God is supposed to be good, so he would not create a world with evil and suffering • 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 Reasons for not supporting this statement could be: <ul style="list-style-type: none"> • If God wanted to create a world with humans who have free will, he had to allow the possibility of evil and suffering • If God wanted to create a world where humans developed their souls they would need evil and suffering to overcome. <p>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"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons (or a developed reason) for each
Level 4	4	Evaluation of two different points of view with supporting reasons (or a developed reason) for each view: <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

3(a)	What is assisted suicide?	
Question Number	Answer	Mark
3(a)	Correct answer: <ul style="list-style-type: none"> • providing a seriously ill person with the means to commit suicide • helping a very ill person to commit suicide 	2
	Partially correct answers could be: <ul style="list-style-type: none"> • Providing someone with the means to kill themselves <p>Any alternative wording of the above points is acceptable.</p>	1

3(b)		Outline different attitudes to abortion in Christianity.
Question Number		Indicative content
3(b)		<ul style="list-style-type: none"> • Roman Catholics and many Evangelical Protestants believe abortion is always wrong whatever the circumstances. • Other Protestants (e.g. the Church of England) disagree with abortion, but think that in certain circumstances it is necessary to choose the lesser of two evils and so abortion must be allowed. Although they would prefer there to be no abortion, they realise that there would be too much suffering if abortion was banned. <p>A Christian grouping must be identified to go beyond level two.</p> <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>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • any one correct attitude, showing an awareness that there is more than one attitude
Level 2	4	<ul style="list-style-type: none"> • two correct attitudes • OR one developed
Level 3	6	<ul style="list-style-type: none"> • two attitudes with one developed

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

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

4(a)	What is resurrection?	
Question Number	Answer	Mark
4(a)	Correct answer: <ul style="list-style-type: none"> the belief that the body stays in the grave until the end of the world when it is raised the belief that the body is raised again on the Last Day Jesus being raised from the dead 	2
	Partially correct answers could be: <ul style="list-style-type: none"> The body coming back to life Life after death Any alternative wording of the above points is acceptable.	1

4(b)	Outline Christian teachings about the sanctity of life.	
Question Number	Indicative content	
4(b)	<ul style="list-style-type: none"> God created all life and so life is a gift from God and is therefore sacred. As life is sacred, it is holy and must be valued and preserved. Life is also sacred because of the life and death of Jesus, because God sent his Son, Jesus, to earth as a human being, human life must be valuable and holy. St. Paul taught that the body is a Temple to God and so is sacred. The ten commandments say you shall not kill <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> any one correct teaching
Level 2	4	<ul style="list-style-type: none"> two correct teachings OR one developed
Level 3	6	<ul style="list-style-type: none"> three correct teachings OR two teachings with one developed

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"> • 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). • People write living wills wanting to have euthanasia if they are terminally ill, and they should be respected. • 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. • Many people feel that it is a basic human right to have control about ending your life. • 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. • Some people think the law should be made easier because of their religious beliefs. • Some people think the law should be made stricter because of their religious beliefs. <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description of the law
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • Two reasons and one developed reason • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

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

5(a)	What is a re-constituted family?	
Question Number	Answer	Mark
5(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> • where two sets of children become one family when divorced/widowed/single parents marry • when two different families like single parents are brought together to form a new family <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> • divorced people re-marrying someone else <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

5(b)	Outline the purposes of marriage for Christians.	
Question Number	Indicative content	
5(b)	<p>In Christianity, the main purposes of marriage are:</p> <ul style="list-style-type: none"> • so that a couple can have a life-long relationship of love and faithfulness; • so that a couple can have lawful sex; • so that a couple can have the support and comfort of each other; • for the procreation of children • for the bringing up of a Christian family. <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • any one correct purpose
Level 2	4	<ul style="list-style-type: none"> • two correct purposes • OR one developed
Level 3	6	<ul style="list-style-type: none"> • three correct purposes • OR two purposes with one developed

5(c)		Explain why there are different attitudes to homosexuality in Christianity.
Question Number		Indicative content
5(c)		<p>The Catholic attitude The Catholic attitude towards homosexuality is that being a homosexual is not a sin but that homosexual sexual relationships are a sin. Catholics have this attitude because:</p> <ul style="list-style-type: none"> • the Bible condemns homosexual sexual activity. • It is the Tradition of the Church • It is the teaching of the Magisterium found in the Catechism of the Catholic Church <p>The Evangelical Protestant attitude Many Evangelical Protestants believe that homosexuality is a sin. They believe that there should be no homosexual Christians because the salvation of Christ can remove all sins, including homosexuality. The reasons for this attitude are:</p> <ul style="list-style-type: none"> • The teachings of the Bible which condemn homosexuality: • The Evangelical belief that being born again in Christ can remove all sins. <p>The Liberal Protestant attitude Liberal Protestant's have the attitude that lifelong homosexual relationships are acceptable and homosexuals are welcomed into the Church, but homosexual relationships cannot be equal to Christian marriage. The reasons for this attitude are:</p> <ul style="list-style-type: none"> • The teachings of the Bible need re-interpreting in the light of modern life. • The Christian belief in love and acceptance means that homosexuals must be accepted. <p>Some Liberal Protestants believe that there should be complete equality for homosexuals provided that the sexual relationship is a stable one and the partners are faithful to each other. The reasons for this attitude are:</p> <ul style="list-style-type: none"> • The teachings of the Bible need re-interpreting in the light of modern knowledge and that the anti-homosexual texts in the Bible are a reflection of the Jewish culture at the time rather than the word of God. • Liberal Protestants such as Quakers believe inspiration comes from the Spirit as well as the Bible and if Christians feel the Spirit approves of their homosexuality it cannot be denied. <p>A Christian grouping must be identified to go beyond level two</p> <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>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • a description of two attitudes • OR a reason for one attitude
Level 2	4	<ul style="list-style-type: none"> • a description of one attitude and a reason for a different attitude • OR a reason for one attitude and a reason for a different attitude
Level 3	6	<ul style="list-style-type: none"> • One attitude with two reasons and a different attitude with one reason • OR three different attitudes with a reason each
Level 4	8	<ul style="list-style-type: none"> • One attitude with at least two reasons and a different attitude with at least two reasons • OR two attitudes with a reason each and a third attitude with at

		least two reasons
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5(d)		<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
5(d)		Reasons for supporting this statement could be: <ul style="list-style-type: none"> • The teachings of the Church that marriage is for life • The vows taken in the wedding ceremony especially to remain faithful 'till death parts us' Reasons for not supporting this statement could be: <ul style="list-style-type: none"> • The fact that some Christian Churches allow divorce • Ideas about divorce being the lesser of two evils in certain cases. If you are unsure about the validity of reasons, you must send to review.
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons (or a developed reason) for each
Level 4	4	Evaluation of two different points of view with supporting reasons (or a developed reason) for each view: <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

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

6(b)	Outline the main features of a Christian wedding ceremony.	
Question Number	Indicative content	
6(b)	<p>The main features of a Christian wedding are:</p> <ul style="list-style-type: none"> the priest welcoming the couple and outlining the purposes of Christian marriage exchange of vows (promises) before God and witnesses; exchange of rings showing the marriage will not end; Bible readings and talk on the duties of marriage; Prayers for God's blessing on the couple and the help of the Spirit to make the marriage work. <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> any one correct feature
Level 2	4	<ul style="list-style-type: none"> two correct features OR one developed
Level 3	6	<ul style="list-style-type: none"> three correct features OR two features with one developed

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

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

7(a)	Give an example of discrimination .	
Question Number	Answer	Mark
7(a)	Correct answer: <ul style="list-style-type: none"> any example of someone being given different treatment because of their race, gender, religion or sexual orientation 	2
	Partially correct answers could be: <ul style="list-style-type: none"> any example of prejudice rather than treatment definitions of discrimination racism, sexism, ageism. Any alternative wording of the above points is acceptable.	1

7(b)	Outline different Christian attitudes to other religions.		
Question Number	Indicative content		
7(b)	<ul style="list-style-type: none"> Some Christians believe that people can come to God through different religions, but only Christianity has the full truth, and only Christians can be certain that they will go to heaven. Others believe that Christianity is the only way to come to God and that all other religions are wrong. Some Christians believe that all religions are equal and that they are just different ways of finding God, so each person should follow the religion with which they feel most at home. <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>		
	Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> any one correct attitude, showing an awareness that there is more than one attitude 	
Level 2	4	<ul style="list-style-type: none"> two correct attitudes OR one developed 	
Level 3	6	<ul style="list-style-type: none"> three correct attitudes OR two attitudes with one developed 	

7(c)	Explain why some people think there are a lot of advantages to living in a multi-faith society.	
Question Number	Indicative content	
7(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> • it increases tolerance and understanding as people realise that everyone is entitled to their own opinion on religion; • it gives people an insight into different religions; • it makes believers think seriously about their own beliefs; • it has to have religious freedom which may help to stop religious conflicts. <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

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

8(a)	What is religious pluralism?	
Question Number	Answer	Mark
8(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> • accepting all religions as having an equal right to co-exist • accepting all religions as having equal rights • the right to practice your religion and change your religion <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> • different religions in the same place • having lots of different religions <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

8(b)	Outline the work of one Christian person or organisation for racial harmony.	
Question Number	Indicative content	
8(b)	<p>A wide range of people or organisations could be chosen, but the person or organisation must be Christian and clearly identified for any marks to be awarded.</p> <p>Please use the Internet to check any persons or organisations you have not heard of.</p> <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • any one correct feature
Level 2	4	<ul style="list-style-type: none"> • two correct features • OR one developed
Level 3	6	<ul style="list-style-type: none"> • three correct features • OR two features with one developed

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

8(d)		<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
8(d)		Reasons for supporting this statement could be: <ul style="list-style-type: none"> • The need for religious pluralism in a multi-faith society • The way in which attempts to convert can be regarded as harassment Reasons for not supporting this statement could be: <ul style="list-style-type: none"> • The teachings of a religion such as Christianity about the need to convert the world • The idea that freedom of religion implies the freedom to try to convert others If you are unsure about the validity of reasons, you must send to review.
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons (or a developed reason) for each
Level 4	4	Evaluation of two different points of view with supporting reasons (or a developed reason) for each view: <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

9(a)	Outline the variety and range of specifically religious programmes (religious broadcasts) on television.	
Question Number	Indicative content	
9(a)	<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"> • 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.. • 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. • 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. <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>	
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • two types identified • OR any one correct type of programme outlined
Level 2	2	<ul style="list-style-type: none"> • three types identified • OR two correct types outlined • OR one developed
Level 3	3	<ul style="list-style-type: none"> • three correct types outlined • OR two types with one developed
Level 4	4	<ul style="list-style-type: none"> • Three correct types with one developed • OR two correct types developed

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

9(c)	'There should be more specifically religious programmes on British television.' 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.	
Question Number	Indicative content	
9(c)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Examples of the popularity of some religious broadcasts e.g. Songs of Praise, documentaries. Reality programmes like Seaside Parish • The small number of religious broadcasts on television, the withdrawal of the popular Heaven and Earth Show <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Many people find religious broadcasts boring - using own examples • The low numbers of viewers for religious broadcasts mean that programme schedulers will think we have sufficient religious broadcasts <p>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</p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	4	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	6	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	8	<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"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

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

10(a)		Describe the work of one Christian person, community or organisation to relieve poverty and suffering in the United Kingdom.
Question Number		Indicative content
10(a)		<p>Answers will identify ONE Christian person, community or organisation working in the United Kingdom and clearly identify at least FOUR features of their work to relieve poverty and/or suffering.</p> <p>No marks should be given to people or groups working outside the UK or to people or groups which are not specifically Christian.</p> <p>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>If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • any one correct form of work
Level 2	2	<ul style="list-style-type: none"> • two correct form of work • OR one developed
Level 3	3	<ul style="list-style-type: none"> • three correct form of work • OR two form of work with one developed
Level 4	4	<ul style="list-style-type: none"> • Four correct form of work • OR two form of work developed • OR two correct form of work plus one correct teaching developed

10(b)		Explain why some countries are poorer than others.
Question Number		Indicative content
10(b)		<p>The main reasons are:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • There are also problems of: lack of clean water, too many children, lack of education, AIDS/HIV etc. which prevent the country from developing. <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>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

10(c)	'Christians should do more than anyone else to relieve world poverty.' Do you agree? Give reasons for your opinion, showing you have considered another point of view.	
Question Number	Indicative content	
10(c)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christian teachings to show why Christians should do more to help relieve world poverty than anyone else • Christian examples show why Christians should do more than anyone else to relieve world poverty <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Reasons for why the relief of poverty is everyone's concern • Examples of the work of governments, the United Nations to show they do more than religious agencies. <p>If you are unsure about the validity of reasons, you must send to review.</p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	4	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	6	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	8	<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"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

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