

# Mark Scheme (Results) Summer 2008

GCSE

## GCSE Religious Studies (5564) 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>

<b>1(d)</b>	<i>'If God doesn't answer our prayers, he can't exist.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.	
Question Number	Indicative content	
<b>1(d)</b>	<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>• God cannot answer prayers which contradict each other so he can still exist.</li> <li>• If God is good he will not answer prayers which might cause harm to people.</li> </ul> <p><b>Answers that do not refer to the existence of God cannot go above level two.</b></p> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	1	<b>One</b> point of view with a supporting reason
<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>• <b>EITHER</b> showing clearly which they think is the stronger point of view</li> <li>• <b>OR</b> showing clearly that they think both points of view are equally valid.</li> </ul>

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

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

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"> <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 top 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)		<p><i>'There should be no suffering in a world created by God.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view.</p>
Question Number		Indicative content
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	One point of view with a supporting reason
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.
Question Number		Indicative content
<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>
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>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 Christianity.</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 Christianity cannot go beyond level 2</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>• <b>EITHER</b> showing clearly which they think is the stronger point of view</li> <li>• <b>OR</b> 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></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
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 resurrection of Jesus</li> <li>• The teachings of the Bible and the Church.</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 Christianity 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 each 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)	Explain why there are different attitudes to homosexuality in Christianity.	
Question Number	Indicative content	
5(c)	<p><b>The Catholic attitude</b> 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"> <li>• the Bible condemns homosexual sexual activity.</li> <li>• It is the Tradition of the Church</li> <li>• It is the teaching of the Magisterium found in the Catechism of the Catholic Church</li> </ul> <p><b>The Evangelical Protestant attitude</b> 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"> <li>• The teachings of the Bible which condemn homosexuality:</li> <li>• The Evangelical belief that being born again in Christ can remove all sins.</li> </ul> <p><b>The Liberal Protestant attitude</b> 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"> <li>• The teachings of the Bible need re-interpreting in the light of modern life.</li> <li>• The Christian belief in love and acceptance means that homosexuals must be accepted.</li> </ul> <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"> <li>• 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.</li> <li>• 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.</li> </ul> <p>A Christian grouping must be identified to go beyond level two</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
Level 1	2	<ul style="list-style-type: none"> <li>• a description of two attitudes</li> <li>• OR a reason for 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</li> </ul>

		least two reasons
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<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>		Reasons for supporting this statement could be: <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> Reasons for not supporting this statement could be: <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> <b>If you are unsure about the validity of reasons, you must send to review.</b>
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 each 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	Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view: <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>	<b>What is pre-marital sex?</b>	
<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>6(a)</b>	<p>Correct answer:</p> <ul style="list-style-type: none"> <li>sex before marriage</li> </ul> <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> <li>sex outside marriage</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<p><b>2</b></p> <p><b>1</b></p>

<b>6(b)</b>	<b>Outline the main features of a Christian wedding ceremony.</b>	
<b>Question Number</b>	<b>Indicative content</b>	
<b>6(b)</b>	<p>The main features of a Christian wedding are:</p> <ul style="list-style-type: none"> <li>the priest welcoming the couple and outlining the purposes of Christian marriage</li> <li>exchange of vows (promises) before God and witnesses;</li> <li>exchange of rings showing the marriage will not end;</li> <li>Bible readings and talk on the duties of marriage;</li> <li>Prayers for God's blessing on the couple and the help of the Spirit to make the marriage work.</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>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>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><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 and 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>		Reasons for supporting this statement could be: <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> Reasons for not supporting this statement could be: <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> <b>If you are unsure about the validity of reasons, you must send to review.</b>
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	Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view: <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>7(a)</b>	Give an example of <b>discrimination</b> .	
Question Number	Answer	Mark
<b>7(a)</b>	<p>Correct answer:</p> <ul style="list-style-type: none"> <li>any example of someone being given different treatment because of their race, gender, religion or sexual orientation</li> </ul> <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> <li>any example of prejudice rather than treatment</li> <li>definitions of discrimination</li> <li>racism, sexism, ageism.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<p><b>2</b></p> <p><b>1</b></p>

<b>7(b)</b>	Outline different Christian attitudes to other religions.	
Question Number	Indicative content	
<b>7(b)</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Others believe that Christianity is the only way to come to God and that all other religions are wrong.</li> <li>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.</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>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>

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"> <li>• it increases tolerance and understanding as people realise that everyone is entitled to their own opinion on religion;</li> <li>• it gives people an insight into different religions;</li> <li>• it makes believers think seriously about their own beliefs;</li> <li>• it has to have religious freedom which may help to stop religious conflicts.</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>

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"> <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> Reasons for not supporting this statement could be: <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(a)</b>	<b>What is religious pluralism?</b>	
Question Number	Answer	Mark
<b>8(a)</b>	<p>Correct answer:</p> <ul style="list-style-type: none"> <li>• accepting all religions as having an equal right to co-exist</li> <li>• accepting all religions as having equal rights</li> <li>• the right to practice your religion and change your religion</li> </ul>	<b>2</b>
	<p>Partially correct answers could be:</p> <ul style="list-style-type: none"> <li>• different religions in the same place</li> <li>• having lots of different religions</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<b>1</b>

<b>8(b)</b>	<b>Outline the work of one Christian person or organisation for racial harmony.</b>	
Question Number	Indicative content	
<b>8(b)</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><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>



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"> <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. This attitude is based on:</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>A Christian grouping must be identified to go beyond level two.</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
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>

<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> <b>If you are unsure about the validity of reasons, you must send to review.</b>
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	Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view: <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>