

Mark Scheme (Results) Summer 2008

GCSE

GCSE Religious Studies (5570) Paper 1

1(c)	Explain why the existence of evil and suffering causes problems for some people who believe in the Almighty.	
Question Number	Indicative content	
1(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> • They believe that the Almighty is good (benevolent), but if the Almighty is good he ought not to want evil and suffering in his world. • They believe that The Almighty has the power to do anything (omnipotent) but if he Almighty 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 the Almighty is not good or the Almighty is not all-powerful, or the Almighty 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)		<i>'If the Almighty 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
1(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • If the Almighty is all good, he must want to answer people's prayers • If the Almighty is all-powerful he must be able to answer people prayers <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • All-powerful does not mean the Almighty can do what is contradictory so if one person wants it to rain and one want it to be fine, he can't answer both prayers • If the Almighty is good he won't answer prayers which might cause harm to people. <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 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(c)	Explain how seeing design in the world can lead to, or support, belief in the Almighty.	
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 Allah, it follows that Allah 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
Level 2	4	<ul style="list-style-type: none"> • two design features • OR one feature with a conclusion
Level 3	6	<ul style="list-style-type: none"> • three design features • OR 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 the Almighty.’ Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
2(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • The Almighty is supposed to be good, so he would not create a world with evil and suffering • The Almighty 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 <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • If the Almighty wanted to create a world where humans developed their souls as part of a test, they would need evil and suffering to overcome. • The Almighty’s reasons for creating the world as it is cannot be understood by humans <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 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.

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"> • helping someone to kill themselves Any alternative wording of the above points is acceptable.	1

3 (b)		Outline different Jewish attitudes to abortion.
Question Number	Indicative content	
3 (b)	<ul style="list-style-type: none"> • Some Jews believe that abortion is always wrong because life begins at conception and the sixth commandment forbids taking life, so abortion is wrong. • 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 <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
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 some people think the law on euthanasia should be changed.
Question Number		Indicative content
3(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
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)		<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 Judaism.
Question Number		Indicative content
3(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"> • Evidence in the Tenakh • The teachings of the Thirteen Articles. <p>If you are unsure about the validity of reasons, you must send to review. Answers which do not refer to Judaism 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 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 contraception ?	
Question Number	Answer	Mark
4(a)	Correct answer: <ul style="list-style-type: none"> • Preventing conception from occurring • Stopping sex from producing babies 	2
	Partially correct answers could be: <ul style="list-style-type: none"> • Examples of contraceptives such as condoms Any alternative wording of the above points is acceptable.	1

4(b)	Outline Jewish teachings about the sanctity of life.	
Question Number	Indicative content	
4(b)	<ul style="list-style-type: none"> • The Almighty is the creator of life and so all life is sacred • Life comes from the Almighty and belongs to the Almighty and so it is holy • The Almighty alone has the right to grant life and death, so life is holy • The Tenakh teaches that life is a gift from the Almighty which is to be respected by humans <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 Jewish people believe in life after death.
Question Number		Indicative content
4(c)		<p>The main reasons are:</p> <ul style="list-style-type: none"> • It is the teaching of the Tenakh. • Jews believe that the first five books of the Tenakh (the Torah) are a direct communication from God which must be believed. The other books of the Tenakh are inspired by God. Therefore Jews should believe what the Tenakh says. • It is the teaching of the Talmud which most Jews try to follow. • It is one of the Thirteen Principles of Faith • Many Jews believe in life after death because it gives their lives meaning and purpose. • Some Jews believe in life after death because of the evidence of the paranormal <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 • 8OR 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

4(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 Judaism.</p>
Question Number		Indicative content
4(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"> • Judaism teaches that euthanasia is wrong because life is sacred • Judaism teaches that questions about when life should end are in the hands of The Almighty 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 Judaism 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 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 kiddushin ?	
Question Number	Answer	Mark
5(a)	Correct answer <ul style="list-style-type: none"> • Sanctification of marriage • Making holy • The Jewish description of marriage 	2
	Partially correct answers could be: <ul style="list-style-type: none"> • A Jewish wedding Any alternative wording of the above points is acceptable.	1

5(b)	Outline the purposes of marriage in Judaism.	
Question Number	Indicative content	
5(b)	The purposes of Jewish marriage are: <ul style="list-style-type: none"> • to share love and companionship; • to enjoy sex in the way God wants; • to have children and bring up a Jewish family • to raise a Jewish family so that the faith will not die out; • to obey God's commands in the Torah (mitzvot). <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 how synagogues help to keep families together.
Question Number		Indicative content
5(c)		<p>The main features are :</p> <ul style="list-style-type: none"> • Most synagogues run classes in the evenings to teach young Jews about their faith. It is also expected that Jewish parents will bring their children with them for worship and festivals in the synagogue. • Synagogues provide classes for Bar and Bat Mitzvah. • Many synagogues also provide social activities including children's and young people's groups which give young Jews a moral social life and keep them away from bad influences. • There are some Jewish day schools where Jews can follow the National Curriculum in a Jewish way so that they keep the faith • Many rabbis help Jewish families with divorce or family problems. Some synagogues also have special funds to help families experiencing financial difficulties.
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • a description of what synagogues do • OR one feature identified with an explanation of how it would help to keep families together
Level 2	4	<ul style="list-style-type: none"> • two features identified with an explanation of how each would help to keep families together • OR one feature identified with a developed explanation of how it would help to keep families together
Level 3	6	<ul style="list-style-type: none"> • three features identified with an explanation of how each would help to keep families together • OR one feature identified with a developed explanation of how it would and another feature identified with an explanation of how it would help to keep families together
Level 4	8	<ul style="list-style-type: none"> • four features identified with an explanation of how each would help to keep families together • OR one feature identified with a developed explanation of how it would help to keep families together and two other features identified with an explanation of how each would help to keep families together • OR two features identified with a developed explanation of how each feature would help to keep families together

5(d)		<i>'If you have a Jewish 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 Judaism which discourage divorce • The involvement of parents and families in Jewish marriage and the consequent pressure to stay together Reasons for not supporting this statement could be: <ul style="list-style-type: none"> • The fact that the Torah allows divorce • Regulations allowing divorce in the Talmud and Responsa If you are unsure about the validity of reasons, you must send to review. Answers which do not refer to Judaism cannot go beyond level 2
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 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 the Bet Din ?	
Question Number	Answer	Mark
6(a)	Correct answer: <ul style="list-style-type: none"> The Jewish court of law Jewish court 	2
	Partially correct answers could be: <ul style="list-style-type: none"> A court of law <p>Any alternative wording of the above points is acceptable.</p>	1

6(b)	Outline the main features of a Jewish marriage ceremony.	
Question Number	Indicative content	
6(b)	<ul style="list-style-type: none"> The couple meet in the synagogue (usually) under the huppah (canopy) The bride circles the groom seven times. Wine is blessed and drunk. The groom puts a ring on the bride's finger with the words, 'Behold you are consecrated to me with this ring according to the Law of Moses and Israel'. The marriage contract (ketubah) is read and given to the bride (it states the husband's agreement to provide for his wife and what she will receive if he dies or divorces her) Seven blessings are recited over another glass of wine. The groom smashes the glass after drinking the wine. <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
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

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 (ethnic minority candidates might answer about changes through coming to the UK.) 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>'You can't be Jewish and homosexual.'</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 Torah against homosexuality • The duty of all Jews to marry and have children Reasons for not supporting this statement could be: <ul style="list-style-type: none"> • The Reform attitude that the Torah needs interpreting in the light of the modern world • You can have a homosexual orientation without practising it and be a good Jew <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 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.

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

7(b)	Outline different Jewish attitudes to other religions.	
Question Number	Indicative content	
7(b)	<ul style="list-style-type: none"> Most Jews believe that if people follow other religions, they can still find God, especially if they lead good moral lives following the Noachide Code They believe that it is wrong to try to convert others to your religion, and do not try to convert people to Judaism. Some Jews believe that, although people should be free to worship God in any way they wish, God chose the Jewish people and gave them the true way to worship God which they should share with others. Some of these Jews try to convert other religions to Judaism. <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
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

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)		<p><i>'All religions deserve equal respect.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view.</p>
Question Number		Indicative content
7(d)		<p>Reasons for supporting this statement could be:</p> <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 <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • If only one religion is right then the others are wrong and don't deserve respect. • Religions such as Satanism 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 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(c)		Explain why there are different attitudes to the role of women in Judaism.
Question Number		Indicative content
8(c)		<p>Many Orthodox Jews give equal rights to women in life and so Orthodox women can have careers, but they do not allow equal roles in religion because:</p> <ul style="list-style-type: none"> • it is the teaching of the Talmud and rabbis; • the Orthodox believe this is the way for family life to develop in the way God wanted; • the mitzvot only apply to men (the rabbis exempted women from all mitzvot applying to a particular time); • women cannot form a minyan; • women cannot be witnesses in a Bet Din court. <p>In Reform and Progressive Judaism, men and women have completely equal roles because:</p> <ul style="list-style-type: none"> • they believe that the Torah is not the word of God, but is inspired by God and so can be interpreted for today; • they believe that Judaism should relate to attitudes in the modern world and so should accept equal rights for women. <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

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 beliefs of religions such as Islam and 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 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.