

# Mark Scheme (Results) Summer 2008

GCSE

## GCSE Religious Studies (5571) Paper 1



1(c)	Explain how the search for meaning and purpose in life can lead to, or support, belief in God.	
Question Number	Indicative content	
1(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• Many people cannot believe that people are here by chance. They think that life must have a meaning and purpose. There must be a reason for our lives.</li> <li>• When they search for a meaning and purpose in life, they find it is given by God.</li> <li>• They follow a religion which tells them how to live so that when they die they will be rewarded by eternity in heaven.</li> <li>• If only God and life after death can give life meaning and purpose, they believe this proves 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 reason</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three reasons</li> <li>• OR one reason <b>and</b> one developed reason</li> <li>• OR one fully developed reason</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> </ul>

<b>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>		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• If God is all good, he must want to answer people's prayers</li> <li>• If people pray and nothing happens, God can't be listening which must mean he isn't there</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• What happens to you is determined by your karma not by God's intervention</li> <li>• If God is good he won't answer prayers which might cause harm to people.</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 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>2(a)</b>	<b>What is a miracle?</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>• something which seems to break a law of science</li> <li>• something which makes you think only God could have done it</li> <li>• any correct example of a miracle</li> </ul> <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> <li>• something you can't explain</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 Hindu family.</b>	
<b>Question Number</b>	<b>Indicative content</b>	
<b>2(b)</b>	<ul style="list-style-type: none"> <li>• Having special ceremonies at birth</li> <li>• Saying daily prayers</li> <li>• making offerings at the shrine in the home every day</li> <li>• going to worship in the mandir with parents</li> <li>• going to Sunday school in the mandir</li> <li>• celebrating the Hindu festivals</li> <li>• ceremonies such as the sacred thread</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
<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>

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 to be designed for a purpose</li> <li>• the way the Big Bang worked with the laws of science to produce a universe of order.</li> </ul> <p>The main features of Paley’s watch are:</p> <ul style="list-style-type: none"> <li>• If you came across a watch in an uninhabited place, you could not say it had been put there by chance.</li> <li>• The complexity of its mechanism would make you say it had a designer. The universe is a far more complex mechanism than a watch,</li> <li>• and so, if a watch needs a watchmaker, the universe needs a universe maker.</li> </ul> <p>The likely conclusion is:</p> <ul style="list-style-type: none"> <li>• As the only being which could design the universe would be God, it follows that God must exist.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	• one design feature
Level 2	4	• two design features • OR one feature with a conclusion
Level 3	6	• three design features • OR two features with the conclusion
Level 4	8	• 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)		<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 where humans developed their souls through a variety of lives, they would need evil and suffering to overcome.</li> <li>• God’s reasons for creating the world as it is cannot be understood by humans</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 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>

3(a)		What is <b>reincarnation</b> ?
Question Number	Answer	Mark
3(a)	Correct answer: <ul style="list-style-type: none"> <li>• The belief that souls are reborn into another body after death</li> <li>• The rebirth of a soul in a new body</li> </ul>	2
	Partially correct answers could be: <ul style="list-style-type: none"> <li>• Being born again</li> </ul> Any alternative wording of the above points is acceptable.	1

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



<b>3(c)</b>		Explain why some people think the law on euthanasia should be changed.
Question Number		Indicative content
<b>3(c)</b>		<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
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one reason</li> <li>• or a description of the law</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>3(d)</b>		<p><i>'You only have one 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 Hinduism.</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>• The belief of atheists and non-religious people that there is no life after death</li> <li>• The beliefs of Jews/Christians/Muslims that there is only one life</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Hindu teachings about reincarnation</li> <li>• How reincarnation gives life meaning and purpose.</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 Hinduism 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 for each</li> </ul>
<b>Level 4</b>	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

4(a)	What is <b>contraception</b> ?	
Question Number	Answer	Mark
4(a)	Correct answer: <ul style="list-style-type: none"> <li>• Preventing conception from occurring</li> <li>• Stopping sex from producing babies</li> </ul>	2
	Partially correct answers could be: <ul style="list-style-type: none"> <li>• Examples of contraceptives such as condoms</li> </ul> Any alternative wording of the above points is acceptable.	1

4(b)	Outline Hindu teachings about the sanctity of life.	
Question Number	Indicative content	
4(b)	<ul style="list-style-type: none"> <li>• all life is sacred because all souls are immortal</li> <li>• the atman is part of Brahman, therefore it is sacred</li> <li>• Brahman is in everything therefore all life is holy</li> <li>• The belief in ahimsa is based on all life being sacred</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>• any one correct teaching</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct teachings</li> <li>OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct teachings</li> <li>• OR two teachings with one developed</li> </ul>

4(c)		Explain why Hindus believe in life after death.
Question Number		Indicative content
4(c)		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• It is taught in the Vedas.</li> <li>• The Vedas are called shruti texts which means that they have been revealed by Brahman and so contain eternal truths which most Hindus believe.</li> <li>• It is taught in the Upanishads which many Hindus also believe to be shruti texts.</li> <li>• It is taught in the Bhagavad Gita which is the most popular of Hindu scriptures.</li> <li>• Many Hindus believe in life after death because it gives their lives meaning and purpose.</li> <li>• There is evidence for reincarnation, for example children who are born knowing things they could not know unless they had been on earth before</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>

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 Hinduism.</p>
Question Number		Indicative content
4(d)		<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>• Some Hindus believe that the teachings of the Gita allow euthanasia.</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Hinduism teaches that euthanasia is wrong because life is sacred</li> <li>• Hinduism teaches that euthanasia is wrong because it is banned by the teachings on ahimsa.</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 Hinduism cannot go beyond level 2</b></p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• <b>One</b> point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• <b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li>• <b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>• Two points of view with supporting reasons 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(a)		What is homosexuality?
Question Number	Answer	Mark
5(a)	Correct answer <ul style="list-style-type: none"> <li>• Sexual attraction to the same sex</li> <li>• being gay</li> </ul>	2
	Partially correct answer: <ul style="list-style-type: none"> <li>• liking the same sex</li> </ul> Any alternative wording of the above points is acceptable.	1

5(b)		Outline the purposes of marriage in Hinduism.
Question Number	Indicative content	
5(b)	The purposes of the Hindu marriage are: <ul style="list-style-type: none"> <li>• to fulfil a Hindu's role as a householder, and so gain moksha;</li> <li>• to enjoy sex in the way of dharma;</li> <li>• to find love and companionship;</li> <li>• to have children.</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>• any one correct purpose</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct purposes</li> <li>• OR one developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct purposes</li> <li>• OR two purposes with one developed</li> </ul>

<b>5(c)</b>		<b>Explain how mandirs help to keep families together.</b>
<b>Question Number</b>		<b>Indicative content</b>
<b>5(c)</b>		<p>The main features are :</p> <ul style="list-style-type: none"> <li>• Most mandirs run evening classes or Sunday schools to teach children the basics of Hinduism.</li> <li>• Parents are expected to bring their children to mandir for worship and social gatherings.</li> <li>• Many mandirs have family advice centres to help with marriage or family problems;</li> <li>• Some temples also assist in the running of Hindu day schools which teach the National Curriculum in a Hindu environment.</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>• a description of what mandirs do</li> <li>• OR one feature identified with an explanation of how it would help to keep families together</li> </ul>
<b>Level 2</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• two features identified with an explanation of how each would help to keep families together</li> <li>• OR one feature identified with a developed explanation of how it would help to keep families together</li> </ul>
<b>Level 3</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Three features identified with an explanation of how each would help to keep families together</li> <li>• 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</li> </ul>
<b>Level 4</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• four features identified with an explanation of how each would help to keep families together</li> <li>• 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</li> <li>• OR two features identified with a developed explanation of how each feature would help to keep families together</li> </ul>

<b>5(d)</b>		<i>'If you have a Hindu wedding, you should never get divorced.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>5(d)</b>		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The Law of Manu discourages divorce</li> <li>• The householder stage of life requires marriage and a family to stay together</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Some Hindus think the Law of Manu is out of date</li> <li>• Arguing and quarrelling in a marriage bring bad karma</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b> <b>Answers which do not refer to Hinduism cannot go beyond level 2</b></p>
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<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 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>6(a)</b>	<b>What is a re-constituted family?</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>• where two sets of children become one family when divorced parents marry</li> <li>• when divorced parents with children remarry</li> <li>• when two different families are brought together to form a new family.</li> </ul> <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> <li>• divorced people re-marrying someone else</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 Hindu marriage ceremony.</b>	
<b>Question Number</b>	<b>Indicative content</b>	
<b>6(b)</b>	<p>There are many different ceremonies, but the main features are likely to be:</p> <ul style="list-style-type: none"> <li>• the couple taking seven steps round the sacred fire;</li> <li>• offerings to the gods;</li> <li>• prayers and hymns about the joys of marriage;</li> <li>• a black and gold necklace placed around wife's neck as a sign of family unity.</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>

<b>6(c)</b>		<b>Explain why family life has changed in the United Kingdom.</b>
<b>Question Number</b>		<b>Indicative content</b>
<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 (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.</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>• one reason</li> <li>• or a description</li> </ul>
<b>Level 2</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• two reasons</li> <li>• OR one developed reason</li> </ul>
<b>Level 3</b>	<b>6</b>	<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>	<b>8</b>	<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>'You can't be Hindu and homosexual.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>6(d)</b>		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The teachings of the Laws of Manu against homosexuality</li> <li>• The duty of all Hindus to follow the householder ashrama and marry and have children</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The Hijra belief that homosexuality is a way to God</li> <li>• The fact that moksha can be found in different ways from following the ashramas, and homosexuals can follow these ways</li> </ul> <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	<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 for each</li> </ul>
<b>Level 4</b>	4	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

<b>7(a)</b>	<b>Give an example of discrimination.</b>	
<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<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> </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>	<b>Outline different Hindu attitudes to other religions.</b>	
<b>Question Number</b>	<b>Indicative content</b>	
<b>7(b)</b>	<ul style="list-style-type: none"> <li>Most Hindus believe that all religions are paths to the divine. They feel that their should be complete freedom of religion to encourage people to struggle to find the truth. These Hindus do not try to convert other religions.</li> <li>A few Hindus believe that Hinduism is the only way to find moksha and that all souls will have to become Hindu at some stage of their cycle of re-births. So they believe that they should encourage members of other religions to become Hindu.</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</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 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>

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"> <li>• This is the basis of a multi-faith society</li> <li>• It is the meaning of religious pluralism</li> <li>• Without it there can be religious violence</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• If only one religion is right then the others are wrong and don't deserve respect.</li> <li>• Religions such as Satanism 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 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>	
<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<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> <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>	<p><b>2</b></p> <p><b>1</b></p>

<b>8(b)</b>	<b>Outline the contribution of one modern Hindu person or organisation to racial harmony.</b>	
<b>Question Number</b>	<b>Indicative content</b>	
<b>8(b)</b>	<p>A wide range of people or organisations could be chosen, but the person or organisation must be Hindu and clearly identified for any marks to be awarded. 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>	
<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 features</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 teachings with one developed</li> </ul>

<b>8(c)</b>		Explain why there are different attitudes to the role of women in Hinduism.
Question Number		Indicative content
<b>8(c)</b>		<p>Traditional Hindus teach that women should be homemakers and bring up children while the men earn money and protect the family. They believe this because:</p> <ul style="list-style-type: none"> <li>• it is what the Law of Manu teaches;</li> <li>• it is what is shown in the examples of the Epics.</li> </ul> <p>Some Hindu groups such as Iskcon teach that men and women should have completely equal roles in life and religion. They believe this because</p> <ul style="list-style-type: none"> <li>• they think that all souls are actually or potentially a part of the divine and so are equal.</li> </ul> <p>Other Hindu groups such as Swaminarayan give women equal status and the right to follow a career, but think separate roles in the temple. They believe this because:</p> <ul style="list-style-type: none"> <li>• they think that all souls are actually or potentially a part of the divine and so are equal;</li> <li>• they think that the Law of Manu and the Epics refer only to roles in the temple.</li> </ul> <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>• a description of two attitudes</li> <li>• OR a reason for one attitude</li> </ul>
<b>Level 2</b>	4	<ul style="list-style-type: none"> <li>• a description of one attitude and a reason for a different attitude</li> <li>• OR a reason for one attitude and a reason for a different attitude</li> </ul>
<b>Level 3</b>	6	<ul style="list-style-type: none"> <li>• One attitude with two reasons and a different attitude with one reason</li> <li>• OR three different attitudes with a reason each</li> </ul>
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• One attitude with at least two reasons and a different attitude with at least two reasons</li> <li>• OR two attitudes with a reason each and a third attitude with at least two reasons</li> </ul>



<b>8(d)</b>		<i>'No one has the right to try to convert you.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
<b>8(d)</b>		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• The need for religious pluralism in a multi-faith society</li> <li>• The way in which attempts to convert can be regarded as harassment</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• The beliefs of religions such as Islam and 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 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>9(a)</b>		Outline the variety and range of specifically religious programmes (religious broadcasts) on television.
Question Number		Indicative content
<b>9(a)</b>		<p>There is a very wide range and variety of religious programmes which are often divided into three types.</p> <ul style="list-style-type: none"> <li>• Worship-type programmes which either broadcast a service, include a lot of hymns or are mainly prayers and readings from religious books. The main programmes of this type are: <i>Songs of Praise</i> on BBC1, the <i>Sunday Service</i> on ITV..</li> <li>• Magazine-type programmes which show a mixture of religious news, reviews and interviews. BBC1's main Sunday morning religious programme is <i>The Heaven and Earth Show</i> which is like a religious daytime television magazine-type programme.</li> <li>• Religious documentaries which concentrate on religious and moral issues which are investigated in a much deeper way. There are some regular religious documentaries such as <i>Everyman</i> and <i>Witness</i>. But also many one-off programmes on particular religious issues or a particular religion.</li> </ul> <p><b>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• any one correct type of programme</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• two correct types</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• three correct types</li> <li>• OR two types with one developed</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>• Four correct types</li> <li>• OR two correct types developed</li> <li>• OR two correct types plus one correct type developed</li> </ul>

<b>9(b)</b>		Choose a moral or religious issue, dealt with in a television soap opera, or the national press. Explain how this issue was dealt with.
Question Number		Indicative content
<b>9(b)</b>		Clearly, the explanation will vary according to the issue and medium chosen. However, the issue must be clearly identified and so must the soap or national press.  <b>If you are unsure of the validity of an answer, it must be sent to review.</b>
Level	Mark	Descriptor
<b>Level 1</b>	2	<ul style="list-style-type: none"> <li>• one 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>

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

### Quality of Written Communication

You must now mark the QWC for question 9

Quality 1 relevant information has been provided in a form which suits its purpose:

- add up the marks for a), b) and c). If it is 14 or more award Quality 1.

Quality 2 legible text with spelling, grammar and punctuation accurate so that meaning is clear:

- If you have been able to understand the answer easily and spelling mistakes have not detracted from clear meaning, you can award Quality 2

Quality 3 a suitable structure and style of writing has been used:

- 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.

<b>10(a)</b>	Describe the work of <b>one</b> Hindu person, community or organisation to relieve poverty and suffering in the United Kingdom.	
Question Number	Indicative content	
<b>10(a)</b>	<p>Answers will identify ONE Hindu 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 Hindu.</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><b>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>	1	<ul style="list-style-type: none"> <li>any one correct form of work</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>two correct form of work</li> <li>OR one developed</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>three correct form of work</li> <li>OR two form of work with one developed</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>Four correct form of work</li> <li>OR two form of work developed</li> <li>OR two correct form of work plus one correct teaching developed</li> </ul>

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

10(c)	'Hindus 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"> <li>Hindu teachings to show why Hindus should do more to help relieve world poverty than anyone else</li> <li>Hindu examples to show why Hindus should do more than anyone else to relieve world poverty</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>Reasons for why the relief of poverty is everyone's concern</li> <li>Examples of the work of governments, the United Nations to show they do more than religious agencies.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li><b>One</b> point of view with a supporting reason</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li><b>Two</b> different points of view with <b>one</b> supporting reason for <b>each</b> view</li> <li><b>OR One</b> point of view with <b>more than one</b> supporting reason</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>One point of view with supporting reasons plus a different point of view with one supporting reason</li> <li>Two points of view with supporting reasons for each</li> </ul>
Level 4	8	<p>Evaluation of <b>two different</b> points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li><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>Quality of Written Communication</b>
<p><b>You must now mark the QWC for question 10</b></p> <p>Quality 1 relevant information has been provided in a form which suits its purpose:</p> <ul style="list-style-type: none"> <li>add up the marks for a), b) and c). If it is 14 or more award Quality 1.</li> </ul> <p>Quality 2 legible text with spelling, grammar and punctuation accurate so that meaning is clear:</p> <ul style="list-style-type: none"> <li>If you have been able to understand the answer easily and spelling mistakes have not detracted from clear meaning, you can award Quality 2</li> </ul> <p>Quality 3 a suitable structure and style of writing has been used:</p> <ul style="list-style-type: none"> <li>ask yourself, 'Have sentences and paragraphs been used?' 'Have bullet points or 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.</li> </ul>