

# Mark Scheme (Results) Summer 2008

GCSE

## GCSE Religious Studies (5576) Paper 1



1(c)	Explain why some people prefer Proportional Representation as an electoral system.	
Question Number	Indicative content	
1(c)	<p>The main reasons for proportional representation are:</p> <ul style="list-style-type: none"> <li>• first-past-the-post systems allow people to be elected on a minority of the vote;</li> <li>• the wishes of the voters are respected;</li> <li>• a party has to have more than 50 per cent of the votes to form the government;</li> <li>• it can lead to less extreme politics because parties have to work together</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 attitude</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four reasons</li> <li>• OR two developed reason</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

1(d)		<p><i>'Religion has no place in politics.'</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
1(d)		<p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Because most laws are based on Christianity.</li> <li>• Because the majority of people in the UK are Christian.</li> </ul> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Because the UK is a multi-faith/multi cultural society.</li> <li>• Non-religious people would not be fairly represented.</li> </ul> <p><b>Answers that do not refer to Christianity cannot go beyond level 2.</b></p> <p><b>Be prepared to accept valid scripture references.</b></p> <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>• One point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason or a developed reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons (or a developed reason) 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 two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

2(a)	What is the electoral system?	
Question Number	Answer	Mark
2(a)	Correct answer: <ul style="list-style-type: none"> <li>The way in which voting is organised</li> </ul>	2
	Partially correct answers could be: <ul style="list-style-type: none"> <li>Political elections.</li> <li>Voting</li> </ul> Any alternative wording of the above points is acceptable.	1

2(b)	Outline three of the Ten Commandments (Decalogue).	
Question Number	Indicative content	
2(b)	Any three of: <ul style="list-style-type: none"> <li>Worship one God only</li> <li>Do not worship idols</li> <li>Do not swear using God's name;</li> <li>Keep the Sabbath day holy</li> <li>Honour your parents</li> <li>Do not murder (kill)</li> <li>Do not steal</li> <li>Do not commit adultery</li> <li>Do not give false evidence (lie)</li> <li>Do not covet other people's belongings</li> </ul> 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.	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>any one correct Commandment</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>two correct Commandments</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>three correct Commandments</li> </ul>

2(c)	Explain why most Christians support the Welfare State.	
Question Number	Indicative content	
2(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• The Ten Commandments encourage Christians to care for the needs of others.</li> <li>• The Golden Rule says Christians should treat other people in the way they would like to be treated.</li> <li>• The Parable of the Sheep and the Goats says that Christians should help the homeless, the sick and the hungry</li> <li>• The Parable of the Good Samaritan/Love your neighbour</li> <li>• Jesus helped the less fortunate</li> <li>• Set up by Christians based on Christian teachings.</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> </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>• Two developed reasons</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one comprehensive explanation</li> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

2(d)	'The most loving thing to do is always the right thing to do.' Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to Christianity.	
Question Number	Indicative content	
2(d)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The teaching of Jesus on love of your neighbour.</li> <li>• The idea of Situation Ethics.</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• This sometimes conflicts with the teaching of religious leaders, e.g. euthanasia issue.</li> <li>• Breaking the law is wrong</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review. Answers that do not mention Christianity, can not go beyond level 2.</b></p>	
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> <li>• One point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason or a developed reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons (or a developed reason) 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 two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

3(a)	What does <b>pollution</b> mean?	
Question Number	Answer	Mark
3(a)	Correct answer: <ul style="list-style-type: none"> <li>• The contamination/degradation of the environment</li> </ul>	2
	Partially correct answers could be: <ul style="list-style-type: none"> <li>• Dropping litter.</li> <li>• Car exhausts</li> <li>• Or any type of pollution</li> </ul> Any alternative wording of the above points is acceptable.	1

3(b)	Chose <b>one</b> religious organisation that works for conservation of the planet. Outline the work of this organisation.	
Question Number	Indicative content	
3(b)	The main responses will outline the conservation work of a named religious organisation such as: <ul style="list-style-type: none"> <li>• Christian Aid</li> <li>• Muslim Aid</li> <li>• Jewish National Fund (JNF)</li> <li>• Target Earth</li> <li>• A Rocha</li> <li>• Sage - Oxford's Christian environmental group</li> </ul> Non-religious organisations such as Greenpeace will receive no marks. Organisations that you may not have heard of should be searched for on the internet.  <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>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct fact.</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct facts.</li> <li>• OR one fact developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct facts.</li> <li>• OR two fact s with one fact developed</li> <li>• OR one fact fully developed</li> </ul>



<b>3(c)</b>		<b>Explain why Christians should care for the environment.</b>
<b>Question Number</b>		<b>Indicative content</b>
<b>3(c)</b>		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• They have the responsibility to be God’s stewards and to leave the earth a better place than they found it.</li> <li>• stewardship means a fair sharing of the Earth’s resources therefore Christians should try to improve the quality of life of the less fortunate by sharing resources more fairly.</li> <li>• Christians believe they will be judged on how they care for the Earth.</li> <li>• Everything has been made by God and must be respected by humans</li> <li>• The environment is a gift from God</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>• One reason identified with an explanation</li> </ul>
<b>Level 2</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• two reasons identified with an explanation of each</li> <li>• OR one reason identified with a developed explanation</li> </ul>
<b>Level 3</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• three reasons identified with an explanation of each</li> <li>• OR one reason identified with a developed explanation of it. and another reason identified with an explanation OR one reason identified with a fully developed explanation</li> </ul>
<b>Level 4</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• four reasons identified with an explanation of each</li> <li>• OR one reason identified with a developed explanation and two other reasons identified with an explanation OR two reasons identified with a developed explanation</li> <li>• OR one reasons identified with a comprehensive explanation</li> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

<b>3(d)</b>		<i>'Everyone should be a vegetarian.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion. Answers that do not mention Religion can not go beyond level 2.
Question Number		Indicative content
<b>3(d)</b>		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• Because some Christians believe they are stewards of the earth and should not harm animals.</li> <li>• Many Hindus/Buddhists/Sikhs are vegetarian.</li> <li>• Humans do not need to eat meat</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• Humans are meat-eaters by nature.</li> <li>• Humans need the nourishment provided by meat.</li> <li>• Christianity/Islam/Judaism teach that humans have domain over animals and can use them as they see fit.</li> <li>• Some teachings do not condemn eating meat - Jesus ate meat (lamb) at Passover.</li> </ul> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• One point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason or a developed reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons (or a developed reason) 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 two different 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>4(a)</b>	<b>What does conservation mean?</b>	
<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>4(a)</b>	<p>Correct answer:</p> <ul style="list-style-type: none"> <li>• Protecting the environment</li> <li>• Preserving natural resources</li> <li>• Preserving the environment</li> </ul> <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> <li>• Not polluting</li> <li>• Any examples of conservation</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<p><b>2</b></p> <p><b>1</b></p>

<b>4(b)</b>	<b>Outline three pollution threats to the planet</b>	
<b>Question Number</b>	<b>Indicative content</b>	
<b>4(b)</b>	<p>The main threats are:</p> <ul style="list-style-type: none"> <li>• The greenhouse effect/global warming.</li> <li>• sulphuric and nitric acid in the atmosphere changing the pH of rainwater. (Acid rain)</li> <li>• excess of chemicals washed into rivers and streams (Eutrophication)</li> <li>• the removal of forests (Deforestation)</li> <li>• Radioactive pollution from power stations.</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 threat</li> </ul>
<b>Level 2</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• two correct threats</li> </ul>
<b>Level 3</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• three correct threats</li> </ul>

4(c)	Chose <i>one religion other than Christianity</i> and explain why that religion believes that animals have rights.	
Question Number	Indicative content	
4(c)	<p>The main reasons are likely to be:</p> <ul style="list-style-type: none"> <li>• The Shari’ah says that Muslims should care for their animals humanely</li> <li>• The Qur’an says that animals for food should be slaughtered without pain</li> <li>• The Shari’ah says that hunting can only be done for food, not sport.</li> <li>• The Qur’an says that animals are part of God’s creation.</li> <li>• Muslims believe that humans have a right to use animals for experiments which are aimed at improving human health, testing new drugs, toiletries and foods for health and safety.</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 reason</li> <li>• OR one fully developed reason and one basic reason</li> <li>• OR one reason comprehensively explained</li> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

4(d)		<p><i>'It's better to have pollution than have no cars.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion.</p>
Question Number		Indicative content
4(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Cars are an essential part of our lifestyle</li> <li>• Getting rid of cars would cause greater problems, such as mass unemployment.</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Christian teachings say God's creation must be treated with respect and preserved for future generations.</li> <li>• Teachings of other religions discourage pollution</li> </ul> <p><b>Answers that do not mention Religion can not go beyond level 2. 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>• One point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason or a developed reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons (or a developed reason) 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 two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

<b>5(a)</b>	<b>What are nuclear weapons?</b>	
<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>5(a)</b>	<p>Correct answer:</p> <ul style="list-style-type: none"> <li>• Weapons based on atomic fission (or fusion)</li> <li>• Any example of nuclear weapons</li> </ul>	<b>2</b>
	<p>Partially correct answers:</p> <ul style="list-style-type: none"> <li>• Big bombs</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	<b>1</b>

<b>5(b)</b>	<b>Outline different Christian attitudes to war.</b>	
<b>Question Number</b>	<b>Indicative content</b>	
<b>5(b)</b>	<ul style="list-style-type: none"> <li>• Some Christians say that war is right if it is a just war (in self-defence, to remove a great injustice, to protect innocent states against criminal ones.)</li> <li>• Other Christians say that war is always wrong (do not kill, Jesus' teaching about turning the other cheek/love your enemy.)</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 attitude showing an awareness of another attitude</li> </ul>
<b>Level 2</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• two correct attitudes</li> <li>• OR one developed</li> </ul>
<b>Level 3</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• two attitudes with one developed</li> </ul>

<b>5(c)</b>		Explain why there is sometimes conflict within families.
Question Number		Indicative content
<b>5(c)</b>		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• Parents refusing to accept a child's choice of partner</li> <li>• Siblings disagreeing over the care of aged parents</li> <li>• Children's choice of career</li> <li>• Disagreements over the contents of wills</li> <li>• Disagreements over moral and religious issues</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> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

5(d)		<p><i>'Religious people should always forgive those who wrong them.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion.</p>
Question Number		Indicative content
5(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Religious teaching about forgiveness</li> <li>• Jesus' dying on the cross to bring forgiveness</li> <li>• If you don't forgive, then God will not forgive you</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Forgiving people doesn't teach them any lessons for doing wrong</li> <li>• People taking advantage of forgiveness</li> <li>• Some wrongdoing is unforgivable</li> </ul> <p><b>Answers that do not mention Religion can not go beyond level 2. 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>• One point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason or a developed reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons (or a developed reason) 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 two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>





6(c)		Choose <b>one</b> area of conflict in the world today. Explain why there is conflict in that area.
Question Number		Indicative content
6(c)		<p>There are many potentially correct choices, but the conflict should be within the last 5 years.</p> <p>Reasons for the conflicts in Kashmir and Israel/Palestine are in the text book. (Northern Irish conflict not acceptable)</p> <p>Terrorism is a valid reason but must be linked to a specific area of conflict.</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>• 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> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

<b>6(d)</b>		<p><i>'If one country has nuclear weapons, all countries should have nuclear weapons.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion.</p>
Question Number		Indicative content
<b>6(d)</b>		<p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The Ten Commandments - you shall not kill</li> <li>• They are indiscriminate and kill innocent people</li> </ul> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• It could be the best way to avoid conflict</li> <li>• It's not fair for just rich countries to have nuclear weapons</li> <li>• If it is right for one, why not for others</li> </ul> <p><b>Answers which do not refer to at least one religion cannot go beyond level 2.</b></p> <p><b>If you are unsure about the validity of reasons, you must send to review.</b></p>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• One point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason or a developed reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons (or a developed reason) 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 two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>



7(c)		Explain why some Christians support capital punishment.
Question Number		Indicative content
7(c)		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• the Old Testament gives the death penalty as the punishment for various offences;</li> <li>• the Roman Catholic Church and the Church of England have not cancelled their statements that capital punishment can be used by the state;</li> <li>• Christian thinkers such as Aquinas said that the protection of society is a more important part of punishment than the reform of the criminal;</li> <li>• they would also use all the non-religious arguments in favour of capital punishment.</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> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

7(d)	'All criminals should go to prison.' Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion.	
Question Number	Indicative content	
7(d)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Prison protects society</li> <li>• Religious teachings on punishment</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• religious ideas of forgiveness and reconciliation</li> <li>• other punishments for non-violent crime would be more acceptable</li> </ul> <p><b>Answers that do not mention Religion can not go beyond level 2. 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>• One point of view with a supporting reason</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason or a developed reason</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons (or a developed reason) 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 two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> <li>• EITHER showing clearly which they think is the stronger point of view</li> <li>• OR showing clearly that they think both points of view are equally valid.</li> </ul>

8(a)		What is <b>judgement</b> ?
Question Number	Answer	Mark
8(a)	Correct answer: <ul style="list-style-type: none"> <li>The act of judging people (and their actions)</li> </ul>	2
	Partially correct answers could be: <ul style="list-style-type: none"> <li>Giving jail sentences for crimes.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p>	1

8(b)		Outline <b>three</b> different theories of punishment.
Question Number	Indicative content	
8(b)	<p>The main theories are:</p> <ul style="list-style-type: none"> <li>the idea that criminals should pay for their crimes (Retribution)</li> <li>the idea that if punishments are severe enough, people will be frightened of committing crimes (Deterrence)</li> <li>the idea that people who commit crimes need to be shown why it is wrong and be helped to lead crime-free lives. (Reform)</li> <li>the idea that punishment should be used to protect society from criminals who cannot be reformed. (Protection)</li> <li>2 theories identified by name, but not outlined, will achieve level 1.</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 theory</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>two correct theories</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>three correct theories</li> </ul>

<b>8(c)</b>		Explain why justice is important for Christians.
Question Number		Indicative content
<b>8(c)</b>		<p>The main reasons are:</p> <ul style="list-style-type: none"> <li>• The Bible shows that God is a God of justice</li> <li>• The Bible says that people should be treated fairly</li> <li>• Jesus said that the rich should share with the poor</li> <li>• The Churches have made statements about the need for Christians to work for justice in the world.</li> <li>• Many passages in the New Testament about Christians behaving justly</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> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>



<b>8(d)</b>		<i>‘Sometimes good people should break the law.’</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to at least one religion.
Question Number		Indicative content
<b>8(d)</b>		Reasons for supporting this statement could be: <ul style="list-style-type: none"> <li>• When a law is unfair to the less fortunate</li> <li>• Specific examples such as speeding to get an injured person to hospital</li> </ul> Reasons for not supporting this statement could be: <ul style="list-style-type: none"> <li>• the need for law in a civilised society</li> <li>• good people should work to change the law</li> </ul> <b>Answers that do not mention Religion can not go beyond level 2. 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>
Level	Mark	Descriptor
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>• One point of view with a supporting reason</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>• Two different points of view with one supporting reason for each view</li> <li>• OR One point of view with more than one supporting reason or a developed reason</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>• One point of view with supporting reasons (or a developed reason) 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 two different 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>

## Buddhism Answers

Question Number		Indicative content
4(c)		<p>The main attitudes in Buddhism are likely to be:</p> <ul style="list-style-type: none"> <li>• all Buddhist aspire to 'save all sentient beings from their suffering;</li> <li>• Buddhism affirms the unity of all living beings;</li> <li>• Buddhist should reduce the fear, hate, and thoughts of revenge generated by the torturing and killing of animals</li> </ul> <p><b>Answers which are not covered by the mark scheme must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one attitude</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two attitudes</li> <li>• OR one developed attitude</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three attitudes</li> <li>• OR one attitude and one developed attitude</li> <li>• OR one fully developed attitude</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four attitudes</li> <li>• OR two developed attitudes</li> <li>• OR one fully developed attitude and one basic attitude</li> <li>• OR one attitude comprehensively explained</li> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

Question Number		Indicative content
7(b)		<p>The main features in Buddhism are:</p> <ul style="list-style-type: none"> <li>• "Justice" is a rare, almost non-existent word in Buddhism</li> <li>• The relationship of karma and samsara appear to hold the key to justice.</li> <li>• The next life will be a just reflection of karma in this life ultimately leading to nirvana</li> </ul> <p><b>Answers which are not covered by the mark scheme must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct feature</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one feature developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed</li> <li>• OR one feature fully developed</li> </ul>

## Hinduism Answers

Question Number		Indicative content
4 (c)		<p>The main attitudes in Hinduism are likely to be: Some attitudes are:</p> <ul style="list-style-type: none"> <li>• they believe God is in all creatures;</li> <li>• ahimsa means that violence against animals is wrong;</li> </ul> <p>Other attitudes are:</p> <ul style="list-style-type: none"> <li>• the belief in rebirth means that killing an animal could be killing a relative;</li> <li>• animals are closely related to the gods e.g. Ganesha the elephant god and Hanuman the monkey god.</li> </ul> <p><b>Answers which are not covered by the mark scheme must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one attitude</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two attitudes</li> <li>• OR one developed attitude</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three attitudes</li> <li>• OR one attitude and one developed attitude</li> <li>• OR one fully developed attitude</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four attitudes</li> <li>• OR two developed attitudes</li> <li>• OR one fully developed attitude and one basic attitude</li> <li>• OR one attitude comprehensively explained</li> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

Question Number		Indicative content
7(b)		<p>The main features are:</p> <ul style="list-style-type: none"> <li>• the Hindu goal is to gain moksha and this means fulfilling the dharma and working for justice;</li> <li>• the Hindu scriptures encourage Hindus to work for justice;</li> <li>• great Hindu leaders such as Gandhi spent their lives working for justice;</li> <li>• Hindu gurus and swamis teach that treating people justly improves the soul.</li> <li>• the caste system rewards the good for what they did in their past lives;</li> <li>• the caste system punishes the bad for what they did in their past lives.</li> </ul> <p><b>Answers which are not covered by the mark scheme must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct feature</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one feature developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed <ul style="list-style-type: none"> <li>• OR one feature fully developed</li> </ul> </li> </ul>

## Judaism Answers

Question Number		Indicative content
4(c)		<p>The main attitudes in Judaism are likely to be:</p> <p>Attitude one:</p> <ul style="list-style-type: none"> <li>farmers should look after animals humanely;</li> <li>animals for food should be killed without pain;</li> <li>scientists should only use animals for medical experiments when there is no other method.</li> </ul> <p>Attitude two:</p> <ul style="list-style-type: none"> <li>God put humans in control of animals;</li> <li>only humans have rights because they are the only ones made in the image of God;</li> <li>the Torah bans cruelty to animals;</li> <li>the Talmud has laws to make farmers treat their animals well.</li> </ul> <p><b>Answers which are not covered by the mark scheme must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>one attitude</li> <li>or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>two attitudes</li> <li>OR one developed attitude</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>Three attitudes</li> <li>OR one attitude and one developed attitude</li> <li>OR one fully developed attitude</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>Four attitudes</li> <li>OR two developed attitudes</li> <li>OR one fully developed attitude and one basic attitude</li> <li>OR one attitude comprehensively explained</li> <li>One developed and two other (reasons, features, attitudes, etc)</li> </ul>

Question Number		Indicative content
7 (b)		<p>The main features in Judaism are:</p> <ul style="list-style-type: none"> <li>the Torah says that God is a God of Justice;</li> <li>the Tenakh says that all people should be treated fairly;</li> <li>the Tenakh, Talmud and rabbis say that the rich should share with the poor;</li> <li>there are many statements in the Responsa about how Jews should treat all people fairly and equally.</li> </ul> <p><b>Answers which are not covered by the mark scheme must be sent to review.</b></p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>any one correct feature</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>two correct features</li> <li>OR one feature developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>three correct features</li> <li>OR two features with one developed</li> <li>OR one feature fully developed</li> </ul>

## Sikhism Answers

Question Number		Indicative content
4(c)		<p>The main attitudes in Sikhism are likely to be:</p> <p>Attitude one:</p> <ul style="list-style-type: none"> <li>• Sikhs believe that humans should not be cruel to animals.</li> <li>• Most Sikhs are vegetarians but some are not.</li> </ul> <p>Attitude two:</p> <ul style="list-style-type: none"> <li>• for those who want to advance on the spiritual path, it is recommended to be vegetarian and therefore be against animal experiments</li> <li>• Sikhs believe all creation is a part of God.</li> <li>• The Guru Granth Sahib has many teachings against killing animals.</li> <li>• Causing suffering to animals and birds is to be avoided because the lives of the Gurus are full of stories of their love for animals and birds.</li> </ul> <p>Answers which are not covered by the mark scheme must be sent to review.</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• one attitude</li> <li>• or a description</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two attitudes</li> <li>• OR one developed attitude</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• Three attitudes</li> <li>• OR one attitude and one developed attitude</li> <li>• OR one fully developed attitude</li> </ul>
Level 4	8	<ul style="list-style-type: none"> <li>• Four attitudes</li> <li>• OR two developed attitudes</li> <li>• OR one fully developed attitude and one basic attitude</li> <li>• OR one attitude comprehensively explained</li> <li>• One developed and two other (reasons, features, attitudes, etc)</li> </ul>

Question Number		Indicative content
7(b)		<p>The main features in Sikhism are:</p> <ul style="list-style-type: none"> <li>• The Guru Granth Sahib teaches that God Himself is Just.</li> <li>• Sikhism teaches that at the end of people's lives, God will do full justice to everyone.</li> <li>• The Guru Granth Sahib teaches that there should be justice for all human beings.</li> <li>• All the Gurus worked for justice and Sikhs should follow their example.</li> </ul> <p>Answers which are not covered by the mark scheme must be sent to review.</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> <li>• any one correct feature</li> </ul>
Level 2	4	<ul style="list-style-type: none"> <li>• two correct features</li> <li>• OR one feature developed</li> </ul>
Level 3	6	<ul style="list-style-type: none"> <li>• three correct features</li> <li>• OR two features with one developed <ul style="list-style-type: none"> <li>• OR one feature fully developed</li> </ul> </li> </ul>