

Mark Scheme (Results)

June 2011

GCSE Religious Studies (5RS01)

Religion and life based on a study
of Christianity and at least one
other religion

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) Select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) Organise information clearly and coherently, using specialist vocabulary when appropriate.

Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion

1 (a)	What does omniscient mean?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1 (a) AO1	<ul style="list-style-type: none"> • (The belief that) God knows everything (that has happened and everything that is going to happen) • God is all-knowing • God’s ability to have unlimited knowledge • (The idea that) God has unlimited awareness • God is all-seeing <ul style="list-style-type: none"> • All-seeing • All-knowing <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • A characteristic of God • God knows • Knowledge <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

1 (b)	Do you think science proves God did not create the world? Give two reasons for your point of view.	
Question Number	Answer	Mark
1 (b) AO2	<p>Indicative content</p> <p>Answers which think science proves that God did not create the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Evolution has shown God is not needed • The big bang shows that God did not create the world • Scientific theories are based on evidence which makes them reliable <p>Answers which do not think science proves God did not create the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Scientific theories have not been completely proved • Science does not disprove the existence of God as part of the process • Scientific reasoning is no more acceptable than religious reasoning <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. The big bang shows that God did not create the world) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg the Big Bang shows that God did not create the world. Science shows the world is a product of a chemical reaction.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

1 (c)	Explain why evil and suffering may lead some people not to believe in God.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
1 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • An all powerful God would be able to stop evil and suffering, God doesn't, so people may not believe • A loving God would look after believers, believers still suffer so people may not believe • An all knowing God would know evil and suffering is going to happen and could stop it so people may not believe • Innocent people suffer so God cannot exist • People pray for suffering to end and it does not, so people stop believing <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

2 (a)				
What does agnosticism mean?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2 (a) AO1	<ul style="list-style-type: none"> • Not being sure whether God exists • Being unsure about the existence of God • Not quite believing in God • Not sure whether to believe in God • (Someone who) is not sure whether God exists • Don't know if God exists <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • Not being sure • Not being sure about believing in a religion <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<ul style="list-style-type: none"> • Not believing in God • Not having a religion <p>Answers which define a different key word</p> <p>(0)</p>	2

2 (b)	Do you think a religious upbringing makes children believe in God? Give two reasons for your point of view.	
Question Number	Answer	Mark
2 (b) AO2	<p>Indicative content</p> <p>Answers which think that a religious upbringing makes children believe in God, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • If a respected adult tells you something is true, it will make them believe it • If all a child's family and friends hold a certain belief, a child will believe the same • Within a religious family, belief becomes the norm <p>Answers which do not think that a religious upbringing makes children believe in God, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • A child will make up their own mind about belief in God • A child cannot be forced to believe anything • Teenagers usually rebel against what their parent believe <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. within a religious family, belief becomes the norm) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. Within a religious family, belief becomes the norm. So a Christian child will be taken to church where they will have their faith strengthened) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

2 (c)	Explain, with examples, how television programmes and/or radio programmes and/or films might affect a person's attitude to belief in God.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
2 (c) AO1	<p>Possible responses include:</p> <ul style="list-style-type: none"> • A television programme (such as The Big Questions) might make a person think about religion in a positive way • A film like Bruce Almighty might help people realise why their prayers haven't been answered and affect their attitude to belief in God • A comedy like Father Ted might make a person think that all priests are either stupid or drink too much might make a person think about religion in a negative way • A programme that portrays religious characters in a positive way (e.g. White Girl) might increase a persons empathy with that person and engender belief in God <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>An answer which does not refer to identifiable programmes/films can not go beyond level 2. Multiple explanations can come from the same source or several different sources.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief explanation • not explaining but only describing an example <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief explanations • or a developed explanation <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief explanations • or a fully developed explanation • or two explanations with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief explanations • or two developed explanations • or three explanations with one developed • or a comprehensive explanation <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

3 (a)	What is euthanasia?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3 (a) AO1	<ul style="list-style-type: none"> • The painless killing of someone dying from a painful disease • An ill person being helped to die in a painless way <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • Helping someone to die • A gentle/easy death • Examples such as assisted suicide; turning off of a life support machine <p>Any alternative wording of the above points is acceptable. (1)</p>	<ul style="list-style-type: none"> • Killing people (0) 	2

3 (b)	Do you agree that the media should be allowed to criticise what religions say about matters of life and death? Give two reasons for your point of view.	
Question Number	Answer	Mark
3 (b) AO2	<p>Indicative content</p> <p>Answers which agree that the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> • The media has freedom of speech • Religious beliefs often contradict each other, the media is right to say this • The media should educate and by criticising they can do this <p>Answers which disagree that the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Religious beliefs are too personal for the media to criticise • The media is frequently biased • The media might make comments which could cause conflict in society <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg The media has freedom of speech) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg The media has freedom of speech, there should be an alternative to what the religions say) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

3 (c)	Explain why some non-religious people believe in life after death.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
3 (c) A01	<p>The main reasons include:</p> <ul style="list-style-type: none"> • Paranormal experiences lead to belief in life after death • Life after death is a comforting thought • Life after death is a reward for living a good life • There must be something after this life, it can't be the end <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

4 (a)	What is meant by near-death experience ?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a) AO1	<ul style="list-style-type: none"> • When someone about to die has an out of body experience • When you nearly die and see a bright light • Looking down at yourself when you are nearly dead • When you are nearly dead and have a vision of heaven <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • Feeling yourself floating above your body • Having a vision of heaven • Seeing a bright light <p>Any alternative wording of the above point is acceptable. (1)</p>	<ul style="list-style-type: none"> • Answers which define a different key word • When they nearly die and don't <p>(0)</p>	2

4 (b)	Do you think that euthanasia should be legal in the UK? Give two reasons for your point of view.	
Question Number	Answer	Mark
4 (b) AO2	<p>Indicative content</p> <p>Answers which think euthanasia should be legal in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> • It is often the most loving thing to do • It can be the lesser of two evils • People should have control over whether they live or die <p>Answers which do not think euthanasia should be legal in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Life is sacred • Only God has the right to end someone's life • If it were legal people would abuse it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. People should have control over whether they live or die) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. People should have control over whether they live or die. Legalised euthanasia allows people to make this decision without fear of legal proceedings.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

4 (c)	Explain why some followers of <i>one religion other than Christianity</i> do not agree with abortion.
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)
4 (c) AO1	<p>Reject answers which do not refer to a religion other than Christianity</p> <p>Islam</p> <p>The main Muslim reasons include:</p> <ul style="list-style-type: none"> • The Qur'an says that murder is wrong • Muslims believe in the sanctity of life, and abortion goes against the sanctity of life • Many Muslim scholars are against abortion • After death a Muslim must explain why they aborted an unborn child <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Judaism</p> <p>The main reasons Jewish person would give include:</p> <ul style="list-style-type: none"> • The Commandment says that murder is wrong • Jewish people believe in the sanctity of life, and abortion goes against the sanctity of life • Many Jewish teachers are against abortion • It goes against Jewish teaching on raising a family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Hinduism</p> <p>The main Hindu reasons include:</p> <ul style="list-style-type: none"> • Hindus believe in the sanctity of life, and abortion goes against the sanctity of life • Many Hindu teachers are against abortion • It goes against Hindu teaching on ahimsa • It goes against Hindu teachings on raising a family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Buddhism</p> <p>The main Buddhist reasons include:</p> <ul style="list-style-type: none"> • Buddhist believe in the sanctity of life, and abortion goes against the sanctity of life • Many Buddhist teachers are against abortion • It goes against Buddhist teaching on suffering • It goes against Buddhist teaching on taking a life (First precept) <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>

	<p>Sikhism</p> <p>The main Sikh reasons include:</p> <ul style="list-style-type: none"> • It goes against Sikh teachings on the sanctity of life • Many Sikhs believe life begins at conception so Abortion is murder • It goes against Sikh teachings on family life • It is a rejection of God's creation 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

5 (a)	What is promiscuity ?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5 (a) AO1	<ul style="list-style-type: none"> • Having sex with a number of partners without commitment • Having (casual) sex with a number of people • Being indiscriminate in sexual relationships • Sleeping around <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • Sex before marriage • Sex outside marriage <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> • Making promises to someone <p style="text-align: right;">(0)</p>	2

5 (b)	Do you think that sex outside marriage is acceptable? Give two reasons for your point of view.	
Question Number	Answer	Mark
5 (b) AO2	<p>Indicative content</p> <p>Answers which think that sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Sex before marriage allows partners to become closer • Sex before marriage is acceptable in society • Sex before marriage is a way of finding out if you are sexually compatible <p>Answers which do not think that sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> • It is against many religious teachings • Adultery breaks the marriage vows • It can lead to increased STIs <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Sex before marriage allows partners to become closer) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg Sex before marriage allows partners to become closer, this means that people will know whether they should get married or not) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

5 (c)	Explain why some Christians accept homosexuality and some do not.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
5 (c) AO1	<p>Some Christians accept homosexuality because:</p> <ul style="list-style-type: none"> • Homosexuality is accepted in society • The Bible records instances of same sex relationships • They think that God is the only one who should judge • Homosexuality has been shown to occur naturally <p>Some Christians accept homosexuality, but do not accept that homosexuals should have sexual relationships because:</p> <ul style="list-style-type: none"> • Homosexuals cannot be married • Homosexual sexual relations are not procreative • It is in the catechism <p>Some Christians do not accept homosexuality because:</p> <ul style="list-style-type: none"> • Homosexuality is regarded as sinful • Homosexuality is regarded as not natural • In Genesis God made man and woman as partners • In the Old Testament it states that homosexuality is not acceptable <p>An answer which does not refer to two attitudes can not go beyond level three.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by referring to two attitudes:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • one fully developed and one brief reason • or three reasons with one developed <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and</p>

		clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.
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5 (d)	"A religious family is a happy family." In your answer you should refer to at least one religion other than Christianity.	
Question Number	Answer	Mark
5 (d) AO2	<p>Indicative content</p> <p>Islam Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Everyone believes the same thing • The Qur'an has rules for family life • Religion teaches parents and children to respect each other <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Families only need love to be happy • Religion can cause conflict in families • Religion imposes unnecessary rules on families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Judaism Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • It is part of the Mitzvot which are given to encourage a good life • It is where many celebrations take place • Judaism teaches parents and children to respect each other <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Families only need love to be happy • Religion can cause conflict in families • Religion imposes unnecessary rules on families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Hinduism Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • It is where many celebrations take place • The Law of Manu teaches parents and children to respect each other • It is an important way of gaining good karma <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Families only need love to be happy • Religion can cause conflict in families • Religion imposes unnecessary rules on families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	

	<p>Sikhism Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • It is where many celebrations take place • The Guru Granth Sahib teaches that family life is good • It is an important way of gaining good karma <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Families only need love to be happy • Religion can cause conflict in families • Religion imposes unnecessary rules on families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Buddhism Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • It is where many celebrations take place • A religious family is a stable unit and is therefore happy • It is an important way of gaining good merit, through showing selflessness and compassion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Families only need love to be happy • Religion can cause conflict in families • Religion imposes unnecessary rules on families <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to at least one religion other than Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>
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6 (a)	What is a civil partnership?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6 (a) AO1	<ul style="list-style-type: none"> • A legal ceremony giving a homosexual couple the same rights as a husband and wife • A legal relationship between two people of the same sex • A lawfully recognised union of two people of the same sex <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • A couple in a legal partnership • A same sex couple • A 'Gay marriage' <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

6 (b)	Do you think all religious people should accept divorce? Give two reasons for your point of view.	
Question Number	Answer	Mark
6 (b) AO2	<p>Indicative content</p> <p>Answers which think that all religious people should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Some religions allow their followers to divorce, why not all? • Divorce is legal • Divorce might be the lesser of two evils <p>Answers which do not think that all religious people should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Divorce breaks vows (promises) made to God • Divorce breaks up the family unit which is wrong • Some holy scriptures teach against divorce <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg Divorce might be the lesser of two evils) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. Divorce might be the lesser of two evils. Religious people do not want people to suffer so should accept divorce.) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	4

6 (c)	Choose one religion other than Christianity and explain why most of its followers do not accept sex outside marriage.
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)
6 (c) AO1	<p>Reject answers which do not refer to a religion other than Christianity.</p> <p>Islam</p> <p>The main Muslim reasons include:</p> <ul style="list-style-type: none"> • Muslims regard sex before marriage as fornication (or adultery) • Sex outside marriage is forbidden (haram) • Sex outside marriage could lead to unwanted pregnancies/STIs • Muhammad said (hadith) that adultery is wrong • Adultery can break up the family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Judaism</p> <p>The main reasons given by Jewish people include:</p> <ul style="list-style-type: none"> • It is fornication (or adultery) • Sex outside marriage is forbidden in the Torah • The Talmud teaches that that premarital sex and adultery are wrong • Adultery can break up the family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Hinduism</p> <p>The main Hindu reasons include:</p> <ul style="list-style-type: none"> • Pre marital sex is against ones dharma • Sex outside marriage brings bad karma • The scriptures teach that that premarital sex and adultery are wrong • Adultery can break up the family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Sikhism</p> <p>The main Sikh reasons include:</p> <ul style="list-style-type: none"> • The Gurus did not have sex outside marriage • Sex outside marriage brings bad karma • The Rahit Maryada teaches that that sex outside marriage is wrong • Adultery can break up the family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>

	<p>Buddhism</p> <p>The main Buddhist reasons include:</p> <ul style="list-style-type: none"> • The Buddha did not have sex outside marriage • Sex outside marriage brings suffering • The precept to refrain from sensual misuse teaches that that sex outside marriage is wrong • Adultery can break up the family <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

7 (a)	What is meant by discrimination ?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark	
7 (a) AO1	<ul style="list-style-type: none"> • Treating people less favourably because of their ethnicity/ gender/colour/ sexuality / age / class • Unfair treatment of a group or person based on prejudice • Treating one group of people less favourably than others • Putting prejudice into practice <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • Any example of a discriminatory act • Not being fair to everyone • Discriminating against others <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Definitions of prejudice</p> <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2	

7 (b)	Do you think that women should have the same religious rights as men? Give two reasons for your point of view.	
Question Number	Answer	Mark
7 (b) AO2	<p>Indicative content</p> <p>Answers which think that that women should have the same religious rights as men are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women have equal rights in society • The Bible shows men and women were created equal • Early Christian churches had women leaders <p>Answers which do not think that that women should have the same religious rights as men are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Women are different and should therefore have different rights • Traditionally men and women have had different religious rights • Jesus only chose male apostles <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. The Bible shows men and women were created equal) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. The Bible shows men and women were created equal so men and women should be allowed to be priests.) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

7 (c)	Explain why the government encourages community cohesion.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
7 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • The government has the duty to ensure that all people are treated equally • Without community cohesion there will be division and conflict • If the government does not act it could cause social discrimination • The government alone has the power to work with different pressure and religious groups • The government is able to introduce laws and policies to promote community cohesion <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or two reasons with one developed. • or a fully developed reason <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

7 (d)	"All religious people should try to convert others to their religion."	
Question Number	Answer	Mark
7 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christians should try and help others achieve salvation • Some religious people are taught it is their duty to convert others • Some religious people believe theirs is the only true religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • It could cause conflict • No one should try and force another person to believe in a certain faith • Faith is a personal matter <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows: Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p>

8 (a)	What is religious freedom?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8 (a) AO1	<ul style="list-style-type: none"> • The right to practise your religion and change your religion • Being able to practise your religion • Being able to change/choose your religion • Worshipping freely <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • Doing/thinking what you want within your religion <p>Any alternative wording of the above points is acceptable. (1)</p>	<ul style="list-style-type: none"> • Religious equality <p>Answers which define a different key word (0)</p>	2

8 (b)	Do you think living in a multi-faith society causes problems for religious people? Give two reasons for your point of view.	
Question Number	Answer	Mark
8 (b) AO2	<p>Indicative content</p> <p>Answers which think that living in a multi-faith society causes problems for religious people are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Interfaith marriages can cause problems within religious families • People might feel confused by all the different faiths • People might try and convert you to their religion <p>Answers which do not think that living in multi-faith society causes problems for religious people are likely to use such reasons as:</p> <ul style="list-style-type: none"> • People can learn about other faiths • A multi-faith society provides opportunities for conversion • A multi-faith society allows religious freedom <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (eg People might try and convert you to their religion) <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (eg People might try and convert you to their religion which could cause conflict) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

8 (c)	Explain why Christians should promote racial harmony.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
8 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • Genesis teaches all people are created equally • St Paul taught that all people are equal • Jesus healed the Roman Centurion's servant • The parable of the Good Samaritan shows that all people are neighbours to one another <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

8 (d)	"Men and women are still not treated equally in the UK."	
Question Number	Answer	Mark
8 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Many religions do not allow men and women the same positions within religion • Many more men hold positions of power • Women are more likely to stay at home to look after children than men are <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Legally men and women must be paid equally for the same work • Politically men and women are equal • Men and women can be priests in the Church of England <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • a simple reason and a developed reason • or two developed reasons • or a fully developed reason 	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p>

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