

Mark Scheme Summer 2008

iGCSE

iGCSE Religious Studies (4425)

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Summer 2008

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Paper 1

Section A: Human beings and their destiny

Question Number	Answer	Mark
1(a)	Correct answer <ul style="list-style-type: none"> • (The belief that) human beings can act as they please, or similar phrase. 	2
	A partially correct answer could be: <ul style="list-style-type: none"> • Being able to do what you like. Any alternative wording of the above points is acceptable.	1

Question Number	Indicative content	
1 (b)	Level 3 answers are likely to refer to at least three such ways as: following lifestyles that conserve resources, and they may give examples, such as reducing energy consumption and using public transport; participating in such activities as tree planting, which promote the well-being of the planet; campaigning for conservation locally, and urging local authorities to adopt such environmentally friendly measures as recycling; joining national/international organisations that campaign for conservation. Other approaches are possible and must be rewarded according to the levels.	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
1 (c)	<p>Level 4 answers are likely to explain that judgement is God deciding human beings' destiny after they die; that it usually involves reward or punishment: being sent to heaven or hell; that judgement is based on how well or badly human beings have behaved during their lives on earth; and that belief in divine judgement will probably make people think seriously about the moral quality of their lives. They may refer to specific beliefs about judgement from the religion(s) studied.</p> <p>A comprehensive explanation must be given to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	Mark
2(a)	Correct answer <ul style="list-style-type: none"> (The belief that) the soul is reborn into another body, or similar phrase. 	2
	A partially correct answer could be <ul style="list-style-type: none"> Being born again <p>An alternative wording of the above points is acceptable.</p>	1

Question Number	Indicative content	
2 (b)	<p>Level 3 answers, based on Buddhism are likely to refer to at least two such ideas as: human beings can cause injustice in the world, if they are unable to grasp the true nature of things; people allow the fires of greed, hatred and delusion to burn inside them, and these result in evil and suffering; they must accept the Buddha's teaching, and follow the Noble Eightfold Path.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary..

Question Number	Indicative content
2 (c)	<p>Level 4 answers are likely to use such reasons as: there are religious teachings about the existence of the soul (and they may refer to specific teachings from the religion(s) studied); they believe that the uniqueness of human personality and identity requires the existence of an immortal and divine element within the human being; they believe that there is a spiritual element within human beings which lives on after death and will be reunited with its body at the general resurrection; they cannot believe that physical death is the end of a human personality and that there must be a permanent element which survives death.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.
		Total marks for Section A: 15

Section B: The meaning and purpose of life

Question Number	Answer	Mark
3(a)	<p>Correct answer</p> <ul style="list-style-type: none"> • Changing a person’s whole religious outlook, or similar phrase. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> • Changing your mind about your religion. <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
3 (b)	<p>Level 3 answers, based on Sikhism, are likely to refer to at least two such ideas as: there is one, omnipotent God, who created the world, and everything in it; although life is a cycle of reincarnation, human beings can become aware of their relationship with God, and achieve unity with God; to do so, they must follow the teachings of the gurus, and lead good lives of meditation and service.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary..

Question Number	Indicative content	
3 (c)	<p>Level 4 answers are likely to use such reasons as: those searching for life's meaning and purpose are probably looking for something more than everyday existence (family, friends, job) offers them, and belief in God/religion may provide this; human beings are conscious of their own mortality, and belief in God/religion offers the hope of life beyond physical death; religious teachings address/answer the fundamental questions of life, and enable people to make sense of it.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	Mark
4(a)	<p>Correct answer</p> <ul style="list-style-type: none"> • Belief in one God, or similar phrase. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> • One God only. <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
4 (b)	<p>Level 3 answers are likely to describe one of two possible non-religious attitudes: either (a) the attitude of non-religious people, who favour legalisation of euthanasia for the terminally ill, provided there are safeguards; who think the most important consideration is what dying people want, which may be to end their suffering; and who believe that this matters more than possible abuses, or any harmful effects legalising euthanasia may have on respect for life: or (b) the attitude of non-religious people, who oppose legalisation, because they feel that life is precious, and should not be ended, however badly people are suffering; that it is wrong for society to legalise the premature ending of life, which may also have harmful effects on respect for life in general; that terminally ill people may be pressurised into it; and that it may be abused as a means to cut healthcare costs.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
4 (c)	<p>Level 4 answers are likely to use such reasons as: if God is omnipotent and omniscient, and made the world, he cannot also be benevolent, as it contains suffering; a benevolent God would do something to end the suffering in the world; good and innocent people suffer as much, or more, than wicked and guilty ones, which a benevolent God would not allow; religious teachings about divine judgement and punishment are at odds with the belief that God is benevolent.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.
		Total marks for Section B: 15

Section C: Marriage, family life and human relationships

Question Number	Answer	Mark
5(a)	<p>Correct answer</p> <ul style="list-style-type: none"> • A married person having sexual relations with someone other than their marriage partner, or similar phrase. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> • Having sexual relations outside marriage. <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number	Indicative content	
5 (b)	<p>Level 3 answers are likely to refer to such differing attitudes as: some religious groups believe that celibacy is a valuable form of religious discipline which encourages self-discipline, and enables those who practise it to devote their lives to God/religion, without distractions or other commitments. Other religious groups believe it is wrong, because religious vocation should involve people setting themselves apart from the rest of society, but leading a religiously active lives within it, and bringing up children in accordance with religious teachings.</p> <p>Answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
5 (c)	<p>Level 4 answers are likely to explain such examples of how religious communities can help with, and support, the upbringing of families as: holding acts of worship, which focus on the importance of families and the value of family life; providing faith schools/classes, where children can be taught in an educational environment, which reflects and reinforces the beliefs and values of their parents' religion; running a range of activities, such as youth clubs and uniformed groups, which reflect these beliefs and values, and stress responsible citizenship; providing marriage/family counselling and financial support, which help families to overcome problems, and enable children to be raised as responsible family members/members of the community.</p> <p>There must be a developed explanation of at least three examples to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	Mark
6(a)	Correct answer:	2
	<ul style="list-style-type: none"> A number of different family relations, such as parents, children, grandparents, aunts, uncles, cousins, living together as a unit or close to each other, or similar phrase. 	
	For a partial correct answer <ul style="list-style-type: none"> A family that includes more relations than just parents and children. Any alternative wording of the above points is acceptable.	1

Question Number	Indicative content	
6 (b)	Level 3 answers, based on Islam, are likely to refer to at least two such teachings as: Islam condemns promiscuity and fornication; it teaches that relationships between the sexes should only take place within marriage, which has been ordained by God; it is only within marriage that men and women should bring children into the world, and raise them to be God's servants. Other approaches are possible and must be rewarded according to the levels.	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
6 (c)	<p>Level 4 answers are likely to use such reasons as: the (married) partners may feel that children would interfere with their relationship with each other and/or their lifestyle; they are worried that they may not be equal to the responsibilities of being parents; they feel the world's increasing, and possibly insoluble, problems (political and religious conflicts, global warming, overpopulation) make it wrong to bring children into it; they do not think they have enough money to meet their children's needs; they are not influenced by religious teachings about the importance of family life/having children.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.
		Total marks for Section C: 15

Section D: Relationships with other people

Question Number	Answer	Mark
7(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> • A person being refused a job because of their race or gender, or similar example. 	2
	<p>A correct answer could be</p> <ul style="list-style-type: none"> • Not being given a job because of who you are. <p>Any alternative wording of the above points is acceptable.</p>	1

Question Number	Indicative content	
7 (b)	<p>Level 3 answers may describe an international/national example, or one involving local religious communities. There is a wide range of possibilities: different communities sharing places/acts of worship; combining to support international /national/local initiatives to develop mutual understanding and bring people of different faiths together; joint action in support of social initiatives, based on common ethical values; support for/membership of multi-faith organisations. Answers may refer to examples that candidates wish to see put into practice, and to inter-denominational relationships.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
7 (c)	<p>Level 4 answers are likely to use such reasons as: they do not consider women to be intellectually/emotionally equal to men, and so not entitled to the same rights; equal rights will discourage women from pursuing what they consider their main role as wives and mothers; children, family life and society suffer, if women have equal rights, and, therefore, equal career opportunities; they belong to religions/religious communities that believe men and women have different and unequal roles (and they may refer to specific teachings from the religion(s) studied).</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer	Mark
8(a)	Correct answer <ul style="list-style-type: none"> Those who are wealthy giving money to the poor, or similar example 	2
	A partially correct answer could be <ul style="list-style-type: none"> Helping the poor. <p>Any alternative wording of the above points is acceptable.</p>	1

Question Number	Indicative content	
8 (b)	<p>Level 3 answers, based on Judaism, are likely to refer to at least two such teachings as: there is only one God, who is the creator of the universe and all that is in it; as God created all people, they are all equal; although the Jews are God's chosen people, God made it clear, through the prophets, that this gives them responsibilities towards other people; many Jews hope for a messianic age of peace and justice for all.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
8 (c)	<p>Level 4 answers are likely to use such reasons as: both religious and non-religious people should support it, because it is an essential democratic freedom and an essential part of a democratic system of government; both should support it, otherwise they will be unable to express their political views, or criticise government policies; both should support it, because freedom is indivisible, and if free speech is lost, other freedoms are likely to follow; religious people should support it, because, without it, they may be unable to preach and teach their religion freely.</p> <p>At least two reasons must be developed to reach Level 4.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>	
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.
		Total marks for Section D: 15

Section E

Question Number	Indicative content	
9	<p>The issue is whether God is the real cause of moral evil.</p> <p>Level 4 answers are likely to contrast the view that, if God is the or and omniscient creator (from nothing) of the world, he is ultimately responsible for all human actions, including those which cause suffering. he created human nature, and knew how human beings would behave. the view that it is human beings themselves, who cause moral evil, they have free will, they are responsible for it.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by one relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number	Indicative content	
10	<p>The issue is whether the universe has a purpose.</p> <p>Level 4 answers are likely to contrast the view(s) that religions teach, and religious people believe, that the world has a purpose (and they may refer to specific teachings from the religions studied), and it is difficult to see why it exists at all, if it has no purpose, with such views as: there are as many purposes as there are religions, and they are contradictory; if the world has a purpose, it would be obvious to everyone; it does not follow from the fact that many things within the universe have, or are given a purpose, that the universe as a whole has a purpose.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by one relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number		Indicative content
11		<p>The issue is whether religious people behave as if they do not believe in the sanctity of life.</p> <p>Level 4 answers are likely to contrast the view that many religious people believe in the sanctity of life (and they may refer to specific teachings from the religions studied), and this is reflected in the way that they conduct their lives (and they may refer to examples), with the view that religious people do not always live up to their beliefs, suggesting they do not take them seriously (and they may refer to examples).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by one relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number	Indicative content	
12	<p>The issue is whether agnosticism is the only sensible attitude to life</p> <p>Level 4 answers are likely to contrast the view that, as religious beliefs, including God's existence, cannot be proved or disproved scientifically, the sensible approach is to keep an open mind, and neither accept nor reject them, with such views as: there are persuasive rational arguments for some religious beliefs, such as God's existence; religion is about faith, and being willing to believe in things that cannot be seen or proved; as religious people derive fulfilment and happiness from their beliefs, keeping an open mind may mean losing an opportunity to change one's life for the better.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by one relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number		Indicative content
13		<p>The issue is whether religious people should get divorced.</p> <p>Level 4 answers are likely to contrast the view that many religious people regard marriage as a lifelong, God-given union, so getting divorced would be contrary to their religious beliefs (and they may refer to specific teachings from the religion(s) studied), with the view that, for a variety of reasons (and they may give examples), some marriages just do not work, and that, in these situations, even religious people have to accept that the only sensible course is to bring the marriage to an end.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by one relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number	Indicative content	
14	<p>The issue is whether the only purpose of human sexuality is enjoyment.</p> <p>Level 4 answers are likely to contrast the view(s) that their sexuality is a legitimate source of pleasure for human beings, as well as a means of procreation, and that religions teach that it should be enjoyed (and they may refer to specific teachings from the religion(s) studied), with the view that it has other purposes, such as strengthening the loving relationship between (married) couples, and that an exclusive focus on enjoyment may lead to selfishness, exploitation and damage to relationships (and they may refer to specific teachings from the religion(s) studied).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by one relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number		Indicative content
15		<p>The issue is whether it is their own fault if people are poor.</p> <p>Level 4 answers are likely to contrast the view that, even in the poorest countries, people rise out of poverty through their own efforts (and they may give examples), that people should do as much as they can to help themselves, and that some poor people may not do enough, with the view that many people in the world are born into extreme poverty, for which they are not responsible, and that such factors as climate, war and disease make it hard for them to improve their situation (and they may give examples).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by one relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.

Question Number	Indicative content	
16	<p>The issue is whether all religions should accept and practise inclusivism.</p> <p>Level 4 answers are likely to contrast the view that there are religious teachings that suggest that other religions offer valuable insights, that many religious people accept this, welcome the presence of other faiths in society, and work with their members (and they may give examples), with the view that different religions teach different and contradictory things (and they may give examples), and that, although they should tolerate each other, there will be limits to how much agreement and co-operation is possible.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 2, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 3, answers must give a balanced account of alternative points of view and reach a personal conclusion.</p>	
Level	Mark	Descriptor
Level 1	1-2	For an opinion supported by one relevant reason.
Level 2	3-5	For a basic for and against, or a reason supported by religious/moral evidence.
Level 3	6-8	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 4	9-10	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion.
		Total marks for Section E: 20

Paper 1 Mark Scheme Appendix

Question Number	Indicative content	
2(b)	Level 3 answers, based on Christianity , are likely to refer to at least two such ideas as: human beings can cause injustice in the world, if they disregard, or are ignorant of, what God has revealed to them through Jesus and the prophets; sin gives rise to selfishness and greed in human beings, leading them to treat others unjustly; human beings have freewill, but, as a result of sin, often exercise it in ways that disobey God's law, resulting in injustice.	
	Level 3 answers, based on Hinduism , are likely to refer to at least two such ideas as: through avidya, being ignorant of the essential nature of things, human beings may treat others unjustly; maya (illusion) about the true nature of the world may lead human beings to behave unjustly; human beings may not appreciate that each individual atman is part of the divine Brahman, and so be unjust to other people.	
	Level 3 answers, based on Islam , are likely to refer to at least two such ideas as: God has given human beings free will, but they may exercise it wrongly, and commit injustice; if human beings are ignorant of, or disregard, the teachings of the Qur'an, they may treat others unjustly; through shirk, the sin of associating other things with God, human beings may not surrender themselves to God's will, and thus behave unjustly.	
	Level 3 answers, based on Judaism , are likely to refer to at least two such ideas as: if human beings choose to disobey God and God's law, they may practise injustice; injustice is a manifestation of human sinfulness and disobedience; when human beings allow the evil inclination(s) (Yetzer hara) to overpower the good inclination(s) (Yetzer hatov), injustice will result.	
	Level 3 answers, based on Sikhism , are likely to refer to at least two such ideas as: injustice arises from haumai, human beings' selfish and materialistic nature; if they do not overcome their desire to live by their own inclinations, rather than in accordance with the will of God, human beings may behave unjustly; injustice results from human beings being governed by the principle of manmukh, and thus ruled by worldly desires and materialism.	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
3(b)	Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: the Buddha would not answer questions about the universe's origin, in order to avoid disputes and fruitless speculation; Buddhism teaches that the universe has no particular purpose, but the universe, and those who inhabit it, are subject to the law of karma; the aim of Buddhism is to show people how to end suffering by escaping from the cycle of rebirth.	
	Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: there is only one God, who is eternal, omnipotent and omniscient; God is the creator of the universe from nothing, and there is an absolute distinction between God and all created things; God is infinitely loving, and has a purpose for all human beings.	
	Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: the universe was created by Brahman (Nirguna Brahman), the transcendent unifying principle which pervades the universe; human beings can view Nirguna Brahman as Saguna Brahman: as having a particular form, such as Vishnu, Shiva or Lakshmi, which can be worshipped; the universe, and people's lives, are subject to the law of karma, and the aim of life is to escape the cycle of rebirth and achieve moksha (union with God or oneness).	
	Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: there is one God (Allah), who is eternal, omnipotent and omniscient: 'there is no God but Allah'; God created the universe, assigning to the things he created the nature and role he chose for them, and he sustains and governs it; God will judge human beings according to their conduct.	
	Level 3 answers, based on Judaism are likely to refer to at least two such teachings as: there is only one God, who is eternal, omnipotent and omniscient, and who created the universe and all that it contains; God is omnipresent and active in the world, and individuals can have a personal relationship with him; God is just, but is also merciful.	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number		Indicative content
6(b)		Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: the Buddha taught his followers to avoid sexual pleasures, as these get in the way of spiritual enlightenment; the second and third Noble Truths teach that desire or craving (such as leads to sex before marriage) causes suffering, and must be eliminated, in order to end suffering; sex before marriage breaches the first and third of the five precepts (against harming other living beings and sexual misconduct).
		Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: marriage is a gift from God, and sex should take place within the loving and lifelong relationship of marriage; both the Old and New Testaments condemn sex before (or outside) marriage, and they may give examples of specific teachings; however, some Christians accept sex before marriage, provided it takes place within a loving, committed and long-term relationship.
		Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: at the 'student' stage of their lives, Hindus should remain celibate, to enable them to progress spiritually and educationally; sex before marriage is seen as an obstacle to performance of religious duties and acting rightly, and is generally condemned; sexual relationships belong to the 'householder' stage of life, when Hindus should marry, and have children, in order to perpetuate their families.
		Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: traditionally, Judaism forbids any sexual relationships outside marriage, and they may give examples of specific teachings; an important purpose of human sexuality is to enable loving couples (within marriage) to procreate, thus ensuring the survival of the community; however, within Reform Judaism, there is (more) acceptance of non-married couples and sexual diversity.
		Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: Sikhism teaches that sex should be enjoyed within marriage, and sex before (or outside) marriage is condemned, and they may refer to specific teachings; sex should only take place in marriage, which is a divine institution, and within which husband and wife become one soul in two bodies; sex before marriage is incompatible with the Sikh emphasis on monogamy and high standards of sexual morality.
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Indicative content	
8(b)	Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: racism goes against the first of the five precepts, which requires Buddhists not to harm other living creatures; Buddhism is concerned with ending suffering and showing compassion, and these support promoting racial harmony; those who oppose racial harmony are in a state of <i>avijja</i> and <i>kilesa</i> , and are unaware of the Buddha's teaching.	
	Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: Christianity teaches that God loves all his human creatures equally, so Christians have a religious duty to promote racial harmony; Jesus' teachings, as in the Parable of the Good Samaritan, show that racial prejudice and discrimination are wrong; Christian Churches and leaders have taught/teach the importance of racial harmony (and they may refer to specific examples, such as Trevor Huddleston or Desmond Tutu).	
	Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: Hinduism teaches that all people are equal, as they originated in Brahman, which encourages racial harmony; not being prejudiced, or discriminating, against people of other races, shows love and respect for Brahman, who is present in everyone; Hindu leaders and teachers have taught the importance of racial harmony (and they may refer to specific examples, such as Gandhi).	
	Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: Islam condemns racism, and they may refer to specific teachings that promote racial harmony; as God created the universe, and all the people and different races it contains, practising racism is wrong; being part of the <i>ummah</i> means that, irrespective of their race, all Muslims belong to one community.	
	Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: according to the Guru Granth Sahib, one God created all human beings, so one race is not superior to another; Sikhism teaches that members of all races can achieve salvation, which promotes racial harmony; Sikhism has always opposed the caste system, as it teaches that all human beings are equal, regardless of race.	
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Paper 2

Question Number		Indicative content
1 (a)		<p>Level 4 answers are likely to outline at least four such rituals as: the body is usually cremated and the ashes scattered or buried; relatives may give gifts to the monks; relatives may ask that whatever merit comes from these gifts be shared with the deceased; each year there are ceremonies to “pass on” merit to the deceased.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
1 (b)		<p>Level 4 answers are likely to use such reasons as: it marks a participant’s entry into an order which dates back 2500 years; it may be the culmination of years of practice as a layperson; it marks a transition from one world into another; in Theravada Buddhism it opens the possibility of enlightenment.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
2 (a)		<p>Level 4 answers are likely to describe such roles as: lay Buddhists must accept the Three Refuges and recite the refuge vows when they visit monasteries or receive dharma teaching; lay Buddhists are expected to abide by the Five Precepts; lay Buddhists are expected to provide food and other necessities for the monks and the monastery.</p> <p>At least two roles need to be described to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
2 (b)		<p>Level 4 answers are likely to use such reasons as: the First Buddhist Council at Rajgir, made up of 500 of the Buddha's most advanced disciples, decided that it should be so ; it is appropriate because each "basket" deals with a different aspect of Buddhist teaching - meditation, community discipline, and higher knowledge about the nature of reality.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
3 (a)		<p>Level 4 answers will describe at least two such examples of the guidance as: giving up selfishness which leads to suffering ; accepting selflessness; adopting the intention of bringing happiness to all.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
3 (b)		<p>Level 4 answers are likely to use such reasons as: an extensive series of rules is more likely to cover the variety of situations which life may produce; the Vinaya did not begin as a set of regulations, rather it was a collection of rulings made by the Buddha for specific situations; shortly before his death, the Buddha said that minor rules could be ignored but none were specified as minor and the Councils have been unable to agree on this so the 227 rules remain intact.</p> <p>At least two reasons need to be developed in order to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
4 (a)		<p>Level 4 answers are likely to describe at least two of the following aspects: traditionally the Buddha died from eating a piece of pork which he knew was spoiled but was too polite to refuse; as he performed his final meditations he felt himself becoming free of all passions; his last command to his followers was for them to “work out your own salvation with diligence”; his body was cremated and his ashes were placed in stupas.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
4 (b)		<p>Level 4 answers are likely to use the following reasons: up to this point in his life, the Buddha had not experienced hardship or suffering so the first three of the sights created a new problem of understanding for him, and this started the progress which would eventually lead to his enlightenment; the fourth sight of the contented holy man suggested that there could be a solution to the problem of suffering which went beyond simply hiding from it - this prompted the Buddha to seek the solution.</p> <p>At least two reasons need to be developed to reach level 4</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
5 (a)		<p>Level 4 answers are likely to outline at least two of the following experiences: after rejecting asceticism, Siddhartha sat on a cushion under the Bodhi tree, facing east, deciding that he would not get up until he had reached enlightenment; Mara, the Tempter, tried to distract Siddhartha from his intention; on the eve of his enlightenment Siddhartha walked around the tree seven times; full enlightenment was reached on the following day.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
5 (b)		<p>Level 4 answers are likely to use such reasons as: it was the birthplace of the Buddha; it was where the Buddha experienced the Four Sights; it was the site of many conversions (including Upali, who first recited the Vinaya Pitaka); it is a place of pilgrimage for some Buddhists.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Christianity

Question Number		Indicative content
6 (a)		<p>Level 4 answers are likely to outline four such features as: the body may be buried or cremated after a service, in a short, separate ceremony; comforting passages from the Bible are read out (usually including Psalm 23); hymns may be sung; the final words of the service remind the people present of the hope of the Resurrection; there may be a eulogy or sermon.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
6 (b)		<p>Level 4 answers are likely to use such reasons as: rites of passage give a sense of identity to an individual and a framework for their beliefs; they remind an individual and the wider community of responsibilities and duties towards oneself and others; they remind people of the most important aspects of their faith at key points in their lives; in times of loss they can provide comfort and hope; it provides a ritual to mark transition to the next stage of life.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
7 (a)		<p>Level 4 answers will describe two such attitudes as: on the one hand, a literalist view of the authority of the Bible is that since the Bible was inspired by God its words are correct and beyond dispute; on the other hand, a liberal view of the authority of the Bible is that it represents a developing understanding of God and that therefore it is acceptable to interpret its message in the light of new situations.</p> <p>Two attitudes must be described to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
7 (b)		<p>Level 4 answers are likely to use such reasons as: individual conscience is important because it represents an individual's relationship with God; individual conscience represents a decision based on Bible reading, prayer and meditation in response to a situation which may not be recognised in official teaching; although important, individual conscience needs to be tempered by the teachings of the Church since often an individual cannot see the "bigger picture".</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
8 (a)		<p>Level 4 answers will describe such teachings as: Christians are taught that they should not be anxious, rather they should trust in God; the birds do not worry, yet God still provides for them and people are worth far more; worrying achieves nothing , it is better to trust in God; once an individual ceases to be anxious, it is possible for the heart to be set on the Kingdom of God.</p> <p>At least two aspects of the teaching need to be described to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
8 (b)		<p>Level 4 answers will use such reasons as: covetousness leads to unhappiness on a daily basis since an individual is only concerned with what s/he does not have; covetousness can lead to a person cursing God for what s/he does not have, rather than thanking God for what s/he does; covetousness can lead to neglect of others.</p> <p>At least two reasons must be developed to reach level 4</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
9 (a)		<p>Level 4 answers are likely to outline at least four such events as: the guards at the tomb; the stone being rolled away; the terror then joy of the women who first discovered the empty tomb; the resurrection appearances.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
9 (b)		<p>A wide variety of different answers is possible here but a level 4 answer will choose one miracle and develop at least two reasons why this event is important. For example: the Healing of the Centurion's Servant is important because it shows the compassion of Jesus; it shows the authority of Jesus; it shows the power of faith; it shows the faith of a gentile.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
10 (a)		<p>Level 4 answers are likely to outline at least four such different features as those reflected in: the differences in design which reflect the age of the church building; differences reflecting the intended emphasis on the nature of God such as the position of the altar; differences which reflect denominational differences; differences which reflect differences in practicalities (the building may be also used for purposes other than as a place of worship.)</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
10 (b)		<p>Level 4 answers are likely to use such reasons as: it is the birth place of Jesus and therefore the place of the Incarnation; it is the place mentioned in the Old Testament as the birth place of the Messiah; it was the place where the Massacre of the Innocents happened and therefore links the birth of Jesus to the Old Testament prophecy.</p> <p>At least two reasons must be outlined to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Hinduism

Question Number		Indicative content
11 (a)		<p>Level 4 answers are will outline at least four such ceremonies as: the body should be cremated within hours of death; if possible the ashes will be scattered on the water of the Ganges; it is the responsibility of the eldest son to light the funeral pyre; ghee is poured onto the flames; ten days after death offerings of milk and rice are made to the dead.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
11 (b)		<p>Level 4 answers are likely to use such reasons as: images help a worshipper to focus their thoughts on God ; images represent different aspects of God (since part of the creative force is in everything which has been created); they provide a focus for offerings.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
12 (a)		<p>Level 4 answers are will outline at least four such roles as: the pujari has the responsibility of looking after the image; he helps people to worship in the appropriate way; he accepts the gifts brought by those who have come to worship; he kindles and offers the sacred fire.</p> <p>Other approaches are possible and must be rewarded according to the levels .</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
12 (b)		<p>Level 4 answers are likely to use such reasons as: although it is a Smriti text it is believed to be the word of God because Krishna is an incarnation of the God Vishnu; it emphasises the importance of dharma in every Hindu's life; it shows the importance of bhakti; it considers the fate of the soul after death; it repudiates non-theistic Buddhism; it encourages non-attachment.</p> <p>At least two reasons must be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the level.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
13 (a)		<p>Level 4 answers will describe at least two such teachings as: kama is the third aim in life, it is leisure or the enjoyment of good things; artha is the fourth aim in life, it is the acquiring of wealth through honest and appropriate work ; they are the proper qualities of the second stage of life; although these are proper pursuits they should not be allowed to dominate life .</p> <p>If only one teaching is dealt with the answer cannot go beyond level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
13 (b)		<p>Level 4 answers are likely to use such reasons as: it is important because it provides an aim for everyone - liberation from the cycle of rebirth; it is important because it provides a sense of justice - wicked acts lead away from moksha, virtuousness brings one closer to it ; it is important because it helps to explain the various levels in society; it is important because it allows for a variety of paths which will still reach the ultimate aim of existence.</p> <p>At least two reasons need to be developed to reach level 4</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
14 (a)		<p>There is a wide variety of stories which may be used here. A level 4 answer will identify one of these stories and outline what the story shows about Krishna or Hinduism. For example, the story of the young Krishna defeating the monstrous crane (sent by the demon Kansa) shows the supernatural power of Krishna as an incarnation of Vishnu; it also shows Krishna as a force for good fighting against demons; it shows the courage of Krishna.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
14 (b)		<p>Level 4 answers are likely to use such reasons as: Ramanuja re-emphasised the importance of bhakti; he made Hinduism more accessible to ordinary people; he strengthened the role of ritual in Hinduism.</p> <p>At least two reasons need to be developed to reach level 4</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
15 (a)		<p>Level 4 answers may choose to write about a particular temple they are familiar with or Hindu temples in general. They are likely to mention at least four such significant architectural features as: the mandir where the murti resides ; above the mandir is the spire (shikara); the mandapa for the devotees to stand; three or four concentric squares around the mandir.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
15 (b)		<p>Level 4 answers are likely to use such reasons as : they provide a home for the murtis; they provide a focus for worship; they can be visible symbols of Hindu beliefs; a temple is also a community centre which plays a large part in the social life of the community.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Islam

Question Number		Indicative content
16 (a)		<p>Level 4 answers will outline four such activities as: the signing of the marriage contract; the promises of the bride and groom; recital of verses from the Qur'an; a talk by the imam about the responsibilities of marriage; the wedding feast.</p> <p>Answers which do not mention the signing of the marriage contract cannot go beyond level 3.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
16 (b)		<p>Level 4 answers are likely to use such reasons as: they show that from the beginning to the end of life, a Muslim's first priority is to submit to the will of Allah; they remind Muslims of their responsibilities towards God, themselves and each other; they provide a sense of identity; they define the community of believers .</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
17 (a)		<p>Level 4 answers will outline the principles and provide at least one example of how each may be applied: ijma is the principle of consensus, it is used when the Qur'an and the Hadiths have not provided sufficient guidance in specific situations, for example concerning the use of contraception; qiyyas is the process of acceptance based on analogy with similar situations in the Qur'an or Sunnah, for example concerning drugs which are not mentioned in the Qur'an.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
17 (b)		<p>Level 4 answers are likely to use such reasons as : the Shar'iah encompasses legislation from the Qur'an which is believed to be the word of God; the Shar'iah also uses the Hadiths which is the next highest authority in Islam; it unites believers throughout the Muslim world.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
18 (a)		<p>Level 4 answers will outline the principle of haram and provide at least three examples of foods which are regarded as haram: pork and derivatives of pig; meat from any animal which has not been slaughtered in a halal manner.</p> <p>Other approaches are possible and most be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
18 (b)		<p>Level 4 answers are likely to use such reasons as: it is one of the Five Pillars of Islam and as such is a religious requirement for anyone who is a Muslim; it follows guidance given in both the Hadith and the Sunnah; it strengthens the Ummah by building solidarity amongst Muslims of different backgrounds.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p> <p>Other approaches are possible and should be rewarded according to the level.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
19 (a)		<p>Level 4 answers will outline at least four such events as: Muhammad's public opposition to the idols on the Ka'aba threatening the economic and social order of the city; his enemies among the ruling class in Makkah plotting against him; the death of his uncle leaving him with no protector in the city and his life becoming seriously endangered; his acceptance of an invitation to lead the community at Yathrib to avoid an assassination attempt.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
19 (b)		<p>Level 4 answers are likely to use such reasons as: Madinah is important because the community welcomed Muhammad when all other places had rejected him; it provided a refuge when his life was in danger; the community at Madinah changed Muhammad's role - previously he had been mainly a preacher, now he became the head of an organised community; the importance of Madinah is shown by the fact that the Muslim calendar is dated from his journey there; the community at Madinah became the centre of the Islamic faith.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain will not go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
20 (a)		<p>Candidates may either outline the interior of a specific mosque known to them or give a general description of features found in mosques. Level 4 answers will outline at least four such features as: the preaching platform; the mihrab; the prayer mats; a clock indicating the times of prayer for that day; a washing area.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
20 (b)		<p>Level 4 answers are likely to explain such ways as: the hajj is a requirement for all Muslims of any nationality, and once the hajj is underway there is no distinction made between Muslims of different race; social class is not significant during the hajj since all Muslims are expected to perform the activities together; the two pieces of white cotton cloth worn by all pilgrims to symbolise ihram are the same for all.</p> <p>At least two reasons must be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Judaism

Question Number		Indicative content
21 (a)		<p>Level 4 answers are likely to describe at least two such features as: lighting the candles at the start of Shabbat; the Friday night meal; not working on Shabbat; havdalah at the end of Shabbat.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
21 (b)		<p>Level 4 answers are likely to use such reasons as: Pesach is the most important festival of the year because it remembers the care of the Almighty for His people; it links the Jewish faith of today with over three thousand years of history; it reminds the Jewish people of how the Law was given on Mount Sinai; it shows the link between the Jews and the state of Israel.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
22 (a)		<p>Level 4 answers will outline the three main parts as being: the Torah consisting of the five books of Moses; the Nevi'im consisting of the books of the prophets; describing how the Israelites conquered and settled the Promised Land as well as the prophetic teachings of Isaiah, Jeremiah and Ezekiel; the Ketuvim describing what happened during the Persian period as well as poetry, advice and philosophy.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
22 (b)		<p>Level 4 answers will use such reasons as: the Responsa is more accessible than the Talmud (which is so large that many Jews found it difficult to use); it contains the solutions to problems by the most learned Rabbis; the advice given in the Responsa could also be applied to new situations.</p> <p>At least two reasons need to be developed to reach level 4</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
23 (a)		<p>Level 4 answers will outline at least four such rules as: all plants are kosher; meat is permitted from animals which have full cloven hooves and chew the cud; all poultry is kosher if it has no defective inner organs; kosher meat should be from animals killed in the required way with the blood removed; shellfish are not kosher.</p> <p>Other approaches are possible and should be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
23 (b)		<p>Level 4 answers are likely to use such reasons as: the Ethics of the Fathers seeks to improve the character and behaviour of people - this is considered even more important than gaining wisdom; the Pirkei Avot contains wise sayings about true religion and goodness.</p> <p>At least two reasons must be developed to reach level 4</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
24 (a)		<p>Level 4 answers will outline at least four such events as: the Pharaoh had ordered the murder of all male Israelite children; to protect her son, Moses' mother put him in a basket among the reeds on the Nile; Moses was discovered by an Egyptian princess and raised as a high class Egyptian; Moses' mother managed to raise him posing as a wet nurse.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
24 (b)		<p>Level 4 answers are likely to use such reasons as: the prophets constantly drew the nation back to the basic belief in one God; they resisted the "watering down" of the Jewish faith by different religions; they preserved the identity and integrity of the Jewish faith in difficult times; they emphasised the moral requirements of Judaism and prevented the nation from being destroyed by greed.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
25 (a)		<p>Level 4 answers will describe two such symbols as: the Ner Tamid to show omnipresence; the Ark reminding the people of the Ark of the Covenant; the tablets of the Ten Commandments reminding the people of the authority of the Almighty as the Lawgiver; the Lions of Judah embroidered on the screen in front of the Ark to remind the people of the power of God.</p> <p>Answers must show the link between the chosen symbol and the authority of the Almighty to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
25 (b)		<p>Level 4 answers will use such reasons as: Jerusalem is a holy city which is believed to have been promised to the Jews by God; Jerusalem is the only place in the world where a Temple could be built; it is seen as the spiritual centre of the world.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Sikhism

Question Number		Indicative content
26 (a)		<p>Level 4 answers will outline at least four such ways of celebrating as: the celebrations last for three days; there may be processions through the streets led by the panj piare; behind them comes a decorated float which carries the Guru Granth Sahib; hymns are sung; there will be an Akhand Path; sweets and fruit are given out.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
26 (b)		<p>Level 4 answers are likely to use such reasons as: it is important to thank God for the new child; the child is publicly presented to the congregation as a member of the Sikh faith; the child is given his/her name; the unity of the faith is emphasised by the gift of the kara.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
27 (a)		<p>Level 4 answers will outline at least four such stages as: Guru Nanak made many poetic compositions during the forty years of his ministry, 974 are gathered into the Guru Granth Sahib after being passed on by word of mouth; by the time of the third guru there was a collection of all the hymns of the first two gurus, which included the work of Hindu and Muslim holy men; Guru Arjan compiled the first authoritative collection at the Harimandir; by 1708 when it was declared the Guru of the Sikhs it contained the work of six gurus, twelve non-Sikhs and a number of anonymous Sikh bards.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
27 (b)		<p>Level 4 answers are likely to use such reasons as: although any respected Sikh may lead the prayers in the gurdwara it is important that at least one person in each gurdwara devotes much of his life to leading the prayers and reading from the Guru Granth Sahib, this ensures that the proper form is followed; leadership in the gurdwara ensures that a local gurdwara is in line with practices in other gurdwaras around the world; it is important that at least one person has sufficient knowledge, time and authority to teach younger Sikhs about their faith.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
28 (a)		<p>Level 4 answers will outline at least four such ways as: giving alms to the poor; protecting the weak; abstaining from alcohol, tobacco or other drugs; making a good marriage and supporting the elderly; providing service to others; doing honest work.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
28 (b)		<p>Level 4 answers will use such reasons as: Guru Nanak stated that this was one of the most important rules of Sikh behaviour; he stated that for Sikhs, taking what had not been earned was a worse crime than a Muslim eating pork or a Hindu eating beef; Guru Nanak himself took to agriculture to earn a living; this principle has contributed to the social awareness of Sikhs; Sikhism discourages any form of monasticism.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
29 (a)		<p>Level 4 answers will describe at least two such ways as: he established the Khalsa; he gave the Sikhs the five symbols of their faith which separated them from other faiths; he established common names for all men and women (Singh and Kaur), thereby distinguishing Sikhism from Hinduism in its equality.</p> <p>Other approaches are possible and should be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
29 (b)		<p>Level 4 answers are likely to use such reasons as: the gurus are the basis of the Sikh faith; the Gurus are spiritual guides who give human beings God's teaching; they have defined standards of behaviour; they have shown how to worship God; they have shown how to organise the faith.</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number		Indicative content
30 (a)		<p>Level 4 answers will outline at least four such roles as: it is a Hindu holy site as it is believed that the waters are a “reservoir of the nectar of immortality”; the city is a centre of justice, learning and administration for the Sikh faith; the Harimandir is a worldwide symbol of the faith; the Harimandir is revered as the location of the first Guru Granth Sahib; it is the model for gurdwaras; for some Sikhs it is an important place of pilgrimage.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark	Descriptor
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
Level 3	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number		Indicative content
30 (b)		<p>Level 4 answers will use such examples as: symbols are a constant reminder to people in the gurdwara of important aspects of their faith (for example, the lack of seats may symbolise equality); the position of the Guru Granth Sahib on a raised platform symbolises its authority; the sharing of kara parshad symbolises the unity of the congregation; the offering of gifts symbolises dedication to God. (Other symbols might include; the langar; the Nishan Sahib; the chauri.)</p> <p>At least two reasons need to be developed to reach level 4.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers which describe rather than explain cannot go beyond level 1.</p>
Level	Mark	Descriptor
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

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