

Mark Scheme Summer 2009

iGCSE

iGCSE Religious Studies (4425)

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General Marking Guidance

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

Paper 1 - Beliefs & Values - Mark Scheme

Section A: Human beings and their destiny

Question Number	Answer	Mark
1(a)	Correct answer: Actions done by human beings which cause suffering.	2
	A partially correct answer could be: <ul style="list-style-type: none"> • Human wickedness. Any alternative wording of the above points is acceptable. Accept note form.	1

Question Number	Answer
1(b)	<p>Level 3 answers are likely to refer to at least two such beliefs as: the soul is the seat of human personality and identity, and, unlike the body, is indestructible and immortal; after death, the soul lives on, and will be reunited with its body at the general resurrection; at death, the soul is reborn into another body; as human beings are psychophysical beings, they do not have immortal souls. Answers may refer to specific beliefs from the religion(s) studied.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>
Level	Mark
Level 1	1-2
Level 2	3-4
Level 3	5

Question Number	Indicative content	
1(c)	<p>Level 4 answers are likely to use such reasons as: human beings are able to weigh up the reasons for and against their actions, and so should be held responsible for them; human beings have free will, and should be held responsible for their actions, unless they are forced to do them; unless people are held responsible for their actions, they cannot be punished for wrongdoing, which would lead to an increase in crime.</p> <p>At least two reasons must be developed to reach Level 4. Answers which describe, rather than explain, will not go beyond Level 1. 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)	<p>Correct answer</p> <ul style="list-style-type: none"> • (The belief that) nothing exists except matter. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> • Thinking material possessions are more important than anything else. <p>An alternative wording of the above points is acceptable. Accept note form.</p>	<p>2</p> <p>1</p>

Question Number		Indicative content
2(b)		<p>Level 3 answers, based on Islam, are likely to refer to at least two such teachings as: God created the universe and everything it contains, and he continues to sustain and govern it; God has made human beings his stewards of the earth, and they will be judged on how they care for it; each generation is only the trustee of the planet, and does not have the right to pollute it, or consume all its resources; human beings may make use of the natural environment, to meet their survival needs, but must not exploit it unduly or degrade it, as it is the inheritance of future generations.</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: they do not believe in God or in religious teachings about heaven, resurrection or rebirth, and think that this life is all there is; they do not accept that human beings consist of a soul or spirit, as well as a body, and so believe that human life ends with physical death; they can find no evidence of people surviving death, and are unconvinced by reports of out of body and near death experiences.</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"> An easy and gentle death (usually associated with release from incurable disease). 	2
	<p>A partially correct answer could be</p> <ul style="list-style-type: none"> Being able to die easily <p>Any alternative wording of the above points is acceptable. Accept note form.</p>	1

Question Number	Indicative content	
3(b)	<p>Level 3 answers, based on Hinduism, are likely to refer to at least two such teachings as: people's lives are subject to the law of karma, which means being reborn into the world; the aim of life is to escape the cycle of rebirth and achieve moksha (liberation); this is done by choosing an appropriate lifestyle, involving meditation and ascetic practices.</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 like to use such reasons as: there are religious teachings that explain why there is suffering and how to deal with it, and they may refer to specific examples; those who are suffering may find the rituals and ceremonies of their religion comforting; they may receive support and encouragement from the leaders and members of their church/religion groups; their religion may give them hope, through the promise of a life free of suffering when they die.</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"> • Being set free. 	2
	<p>A partially correct answer could be</p> <ul style="list-style-type: none"> • Freedom. <p>Any alternative wording of the above points is acceptable. Accept note form.</p>	1

Question Number		Indicative content
4(b)		<p>Level 3 answers are likely to outline such examples as: initiation ceremonies; religious instruction by parents; participation in worship; attending religious schools or classes; involvement in uniformed groups.</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: there is no completely convincing, scientifically testable evidence either for or against God's existence; they cannot make up their minds between God and non-theistic explanations of the origin of the universe; they are attracted to belief in God, but confused by the fact that there are so many religions, which have different and conflicting teachings; they find it difficult to reconcile God's existence with the presence of evil and suffering in the world; they are not completely convinced by such arguments for God's existence as the cosmological and design arguments; they find the behaviour of some religious people an obstacle to belief.</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"> Mother, father and children living as family unit. 	2
	<p>A partially correct answer could be</p> <ul style="list-style-type: none"> The immediate family without other relations. <p>Any alternative wording of the above points is acceptable. Accept note form.</p>	1

Question Number	Indicative content	
5(b)	<p>Level 3 answers, based on Buddhism, are likely to refer to at least two such teachings as: through the opportunities to love, and to receive love from, husband/wife and children, marriage can lead to happiness; it can help towards enlightenment, by enabling individuals to focus on the needs of others, rather than their own; it provides opportunities to practice the Five Precepts in the context of family life, and to develop the Paramitas.</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 use such reasons as: they regard marriage as a lifetime union of two people, which should not be ended; they regard marriage as a gift from God, so both divorce and remarriage (unless a partner dies) are against God's will; some religious people oppose remarriage, because of the harmful effects it may have on the partners or children of the previous marriage(s); some religious people oppose remarriage when it involves a couple whose adultery caused the breakdown of their previous marriage(s).</p> <p>At least two reasons must be developed to reach Level 4. 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.

Question Number	Answer	Mark
6(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> Staying only with a partner in marriage and having sexual relations only with that partner. 	2
	<p>For a partial correct answer</p> <ul style="list-style-type: none"> Having sexual relations only with your partner. <p>Any alternative wording of the above points is acceptable. Accept note form.</p>	1

Question Number	Indicative content	
6(b)	<p>Level 3 answers are likely to refer to at least two such responses as: some religious people believe that God decides whether or not couples should have children, and, if they are childless, they must accept God's will (and they may refer to specific religious teachings); some religious people do not regard fertility treatment as flouting God's will, but have religious/moral objections to most/certain types, or consider that they should not be used until they are equally available to rich and poor; some religious people embrace fertility treatment, provided it is consistent with religious teachings, or, if they are desperate for children, even if it is not.</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
6(c)		<p>Level 4 answers are likely to point out that, as with religious people, there is no one response that is typical of non-religious people. They will then go on to explain a range of possible responses, such as: some non-religious people welcome more tolerant attitudes to, for example, sexual relationships, because they feel that these reflect the nature of contemporary society; some approve of the changing pattern of relationships between men and women, such as men taking more responsibility for child care, which reflect women's higher status in society; some non-religious people are against (some) changing attitudes, as they think that they put too much emphasis on the purely sexual aspect of human relationships.</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)	Correct answer: <ul style="list-style-type: none"> • Two such examples as: believing either men or women are intellectually superior; favouring either men or women for employment opportunities 	2
	A correct answer could be <ul style="list-style-type: none"> • One example. 	1
	Any example is acceptable, provided it is an example of gender bias. Accept note form.	

Question Number	Indicative content	
7(b)	<p>Level 3 answers, based on Sikhism, are likely to refer to at least two such teachings as: Sikhism teaches that the wealthy have a duty to help the poor (and they may refer to specific teachings); in Sikhism, charitable giving is a central part of what it means to lead a spiritual life; the principle of sewa emphasises the importance of making sacrifices for the good of others.</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: there are religious teachings that all human beings were created by God, and are equal in the sight of God; there are religious teachings that all human beings are equal, and which emphasise our common humanity; there are religious teachings about treating all human beings equally and fairly; religious founders, leaders and churches/religious groups have upheld/uphold human rights, and campaign(ed) for them (and they may refer to examples).</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)	<p>Correct answer</p> <ul style="list-style-type: none"> The belief that some races are superior to other races. <p>A partially correct answer could be</p> <ul style="list-style-type: none"> Being against another race. <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

Question Number		Indicative content
8(b)		<p>Level 3 answers may outline teachings that encourage members of a religion to respect other religions and their followers, to be tolerant of them, and to defend religious freedom, in general terms, or refer to specific teachings from the religions studied. They are likely to refer to at least two such teachings as: all religions are paths to God, who offers salvation to all, provided they are sincere seekers of religious truth; the teachings of other religions provide valuable spiritual insights that help people to understand their own religion; all religions are ultimately concerned with the same God, but there are different paths to salvation; different religions are boats on a river, all of which will transport their passengers across the river of life, but by different routes.</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: some religions/religious groups believe that men and women have different and unequal roles in society, and emphasise men's role as head of the family and provider, and women's role as wife and mother; some religions/religious groups believe that men and women have equal roles in society, although they may not believe that their roles can be identical, or that they should have equal roles in religion; some religions/religious groups believe that women have equal roles in society and in religion. Answers 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.
		Total marks for Section D: 15

Section E

Question Number	Indicative content	
9	<p>The issue is whether God has caused all the evil in the world.</p> <p>Level 4 answers are likely to contrast the view(s) that, if God is the omnipotent and omniscient creator (from nothing) of the world, he is certainly responsible for the world's natural evil, and is ultimately responsible for all its moral evil, as he must have known how human beings would behave, and could have made them more peace-loving and compassionate, with the view that it is human beings, not God, who produce moral evil, and, if they have free will, they are to be held accountable for this source of suffering.</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 matter is all that exists.</p> <p>Level 4 answers are likely to contrast religious teachings, human beings' religious/ spiritual experience and certain philosophical views (for example, mind-body dualism), which support the belief that things other than matter exist in the universe, with the argument that we can only be certain of the existence of things that are accessible to our senses, and this supports a materialist/physicalist view of the universe.</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 the world appears to have been designed.</p> <p>Level 4 answers are likely to contrast the view(s) that there seem to be similarities between the world and a human artefact, such as a watch, while certain features of the world, like the presence of the conditions for supporting human and animal life and the suitability for their function of complex organisms like the eye, all suggest a designer (the design argument), with the view(s) that any relatively stable environment, which operates in a regular and predictable way, will look as if it has been designed, but there is no convincing independent evidence that the world was, while the presence of such natural evils as extremes of weather and disease, and the suffering they cause to humans and animals, suggests that it was not.</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.
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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 relief of suffering must always take priority in treating the incurably ill.</p> <p>Level 4 answers are likely to contrast the view(s) that, if someone is incurably ill, and possibly in severe pain, the law should allow doctors (with the patient's consent) to give whatever treatment will relieve suffering, irrespective of its effects on life expectancy, with the view(s) that human life is always precious, that everything should be done to preserve it, and, however ill people are, society should not allow doctors to treat them in ways that might diminish respect 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.
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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 the extended family plays an essential part in the successful upbringing of children.</p> <p>Level 4 answers are likely to contrast the view(s) that children's development always benefits from the involvement of grandparents and other relatives in their upbringing, as they have different experiences and perspectives, while the practical help they give relieves pressure on parents, so it is crucial, with the view(s) that parents are responsible for children, and they alone can ensure their successful upbringing, while too much participation by grandparents or others may lead to confusion, disagreement and discord.</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.
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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 non-religious people should have problems with adultery.</p> <p>Level 4 answers are likely to contrast the view(s) that marriage is just as important to non-religious as to religious people, and that many of them believe that they have freely entered into a lifelong union, and so should not commit adultery, particularly as it will distress their partner, with the view(s) that others may feel that, as they did not make their vows before God, they have no compelling reason for giving up the chance of happiness, despite the distress it causes, and/or that, if one or other partner prefers someone else, the marriage is over anyway.</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.
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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 religious teaching make no difference to promoting to racial harmony.</p> <p>Level 4 answers are like to contrast the view(s) that there are many religious teachings which promote racial harmony and condemn racism (and they may give examples), and that, for sincere followers of a religion, these will have a positive influence on their attitudes to other races, and strengthen their commitment to racial harmony, with the view(s) that religious teachings have not yet brought about racial harmony, even in places where religious belief is strong, while some people have tried to use religious teachings to justify their racism (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
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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 it is wrong to try to convert people to another religion.</p> <p>Level 4 answers are likely to contrast the view(s) that religious people, who believe that what their religion teaches is true, should try to convert those who do not belong to it, for their own good, while their religion may require them to do so, with the view(s) that, particularly in multi-faith societies, they should respect those with different religious beliefs or none, and avoid offending them by attempts at conversion, unless they have expressed an interest in the religion.</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 Buddhism , are likely to refer to at least two such teachings as: the Buddha taught his followers to lead simple lives, and to respect the natural cycle of life; by following the Noble Eightfold Path, Buddhists will lead lives which will not involve excessive consumption of material goods or damage to the planet; the first of the Five Precepts requires Buddhists to refrain from harming any living creatures.
		Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: the planet (and all it contains) were created by God, who continues to sustain it; God made human beings in his own image, and they have a duty to God to take care of the planet he created for them; many Christian Churches are taking initiatives to encourage responsible stewardship of the planet (and they may refer to examples).
		Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: the whole universe was created by Brahman, the unifying principle behind it; as Brahman is present in everything he created, the whole of creation must be treated with respect; there are teachings in the Hindu scriptures about caring for the planet (for example, not cutting down forests), and they may refer to specific examples.
		Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: the Almighty created the universe and everything it contains, and he sustains it; he gave human beings dominion over the planet and all its creatures and plants (Genesis 1: 28); according to Genesis, everything the Almighty made is good, so human beings must look after the rest of creation and maintain its natural balance.
		Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: there is one, omnipotent God, who created the universe and all it contains; human beings should show respect for all life, and failure to do so indicates a spiritual emptiness within them; they should follow the example of the Gurus, who showed love for all aspects of creation, from mountains and rivers to animals and birds. 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
3(b)		Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: people's lives are subject to the law of karma, and they are reborn into the world, with all the suffering that involves; the goal of life is to end suffering by escaping from the cycle of rebirth; and the way to do this is by following the Noble Eightfold Path.
		Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: God created all human beings in his own image; he has a purpose for all human beings, which is a future life with him; during their lives in this world, Christians should fit themselves for their future life, by following the example of Jesus.
		Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: Allah assigned to all the things he created, including human beings, the nature and role he chose for them; the role of human beings is to rule the world on his behalf, and always to obey Allah's commands; after they die, Allah will judge them according to their conduct, and decide whether they will go to heaven or hell.
		Level 3 answers, based on Judaism are likely to refer to at least two such teachings as: the Almighty has chosen the Jews to be his people, and they must lead their lives according to his Law (the Torah); there are still Jews who expect that the Messiah will come, and establish the messianic kingdom; other Jews hope, and work, for a messianic age, which will bring peace and justice to all.
		Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: Sikhs believe in an all-powerful creator God, with whom the souls of human beings can achieve unity; life is a cycle of reincarnation, but human beings are capable of becoming aware of their relationship with God, and what they need to do to achieve unity with him; to do so, they must lead good lives, involving meditation and community service. 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
5(b)		Level 3 answers, based on Christianity , are likely to refer to at least two such teachings as: marriage is a gift from God, which enables a husband and wife to give themselves to each other in love; it is a lifelong union, within which husband and wife can procreate and care for children, and bring them up in accordance with God's will; it is a means of mutual comfort, companionship and help.
		Level 3 answers, based on Hinduism , are likely to refer to at least two such teachings as: marriage is the fulfilment of a sacred duty; Hindus should marry, and have children, at the 'householder' stage of their lives, in order to perpetuate their families; marriage involves a range of religious and social responsibilities, such as performing funeral rites and caring for parents.
		Level 3 answers, based on Islam , are likely to refer to at least two such teachings as: marriage has been ordained by Allah, and is therefore pleasing to him; within marriage, husband and wife can love, help, and be companions to, each other; they can procreate, and bring up their children to be Allah's servants; marriage protects men and women from promiscuity and fornication.
		Level 3 answers, based on Judaism , are likely to refer to at least two such teachings as: it provides husband and wife with love, companionship and joy ('It is not good that the man should be alone': Gen 2:18); within marriage, couples can procreate, and raise children, and then ensure the survival of the community; it is the basis of family and home life, on which religious life is centred; it is a safeguard against sin.
		Level 3 answers, based on Sikhism , are likely to refer to at least two such teachings as: it is a divine institution, within which husband and wife can become one soul in two bodies; it is a means of mutual love, security and support, and a source of worldly happiness and spiritual joy; it is a sacred union, within which a couple can procreate and bring up children; its ultimate goal is union of both souls with God. 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
7(b)		Level 3 answers, based on Buddhism , are likely to refer to at least two such teachings as: Buddhist teaching is concerned with ending suffering and showing compassion to all living things, including the poor; people must not become enslaved to wealth and money, but recognise its impermanence, and use it for the benefit of themselves and others; giving, without expecting any return, is a means of earning merit.
		Level 3 answers, based on Christianity are likely to refer to at least two such teachings as: God loves all his human creatures equally, and the poor are as important to him as the wealthy; Jesus taught his followers to 'love your neighbour as yourself' (Mark 12: 31), and Christians are taught to show their love for others by helping the poor; from its earliest days, the Christian Church encouraged its members to value and support the poor, and it continues to do so today (and they may refer to specific teachings/examples).
		Level 3 answers, based on Hinduism are likely to refer to at least two such teachings as: all people are equal, as they originated in Brahman, so it is right to help the poor; practising charity towards the poor shows love and respect for Brahman, who is present in everyone; giving surplus wealth to the poor helps to equip them with the means of providing for themselves.
		Level 3 answers, based on Islam are likely to refer to at least two such teachings as: The Third Pillar of Islam concerns the giving of alms to the poor, set at an annual minimum of two and a half per cent of assets after certain deductions; the Qur'an specifies the recipients of zakat as including the poor and debtors; everything belongs to Allah, and human beings hold their wealth in trust, so, by giving to the poor, they thank Allah; wealth is purified (zakat: purification) by giving part of it to the poor.
		Level 3 answers, based on Judaism are likely to refer to at least two such teachings as: the poor are not to be oppressed, but treated with respect: 'you shall not harden your heart or shut your hand against your poor brother' (Deut. 15: 7); Jews are required to give a tenth of their wealth to the poor; giving to the poor is a religious duty, which helps to prevent people becoming so preoccupied with wealth as to forget the Almighty. 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.

Paper 2 - The Religious Community - Mark Scheme

Buddhism

Question Number		Indicative content
1(a)		A variety of answers is possible here. Level 4 answers are likely to outline the fact that mandalas are specially designed patterns made up of circles, squares and triangles. They will then go on to outline at least four features of mandalas such as the Wheel of the Law or the Wheel of Life. 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	3-5	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)		Level 4 answers are likely to use such reasons as: all festivals are important as they remind busy people of the life of the Buddha and its relevance for Buddhists today; when Buddhists remember the birth, enlightenment and death of the Buddha, they also remember the truths which he taught; the symbols of light used in the celebration remind Buddhists of the hope in his message. At least two reasons need to be developed to reach level 4. Other approaches are possible and must be rewarded according to the levels. Answers which describe rather than explain cannot go beyond level 1.
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 outline at least four such ways as: speaking the truth at all times; avoiding maliciousness; being generous; looking after parents and treating the elderly with respect; remaining calm; maintaining the welfare of the monks.</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 Sangha preserves the teachings of the Buddha and passes them on to others; the monks of the Sangha can interpret the Buddha's teachings to make them more accessible to lay people; the monks of the Sangha can give guidance on daily 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
3(a)		<p>Level 4 answers are likely to outline at least four such ways as: speaking the truth; choosing a career which does not involve hurting others; following the five precepts; performing actions which will gain merit.</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: drugs have the opposite effect to meditation and prevent a person from realising the reality of life; the fifth precept tells Buddhists that they must not take anything which clouds the mind; it is a mistake to think that drugs can help a person escape from the unsatisfactory nature of life.</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 will refer to one named Bodhisattva and will then outline at least four ways in which the example of this Bodhisattva may influence a Buddhist's life today: e.g. a Buddhist may be influenced by the example of Avalokitesvara by feeling pity for those who suffer; promising to remain in samsara until all have enlightenment; by sharing their knowledge with the world; by being friendly in words; by being a "mass of fine virtues".</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 such reasons as: craving and desire is inevitable for everyone; this is the root cause of suffering; the fact of impermanence in the world means that any desire to be satisfied will inevitably be disappointed.</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 four such activities as: enduring some discomfort on the journey (since the countryside is more arid than it was during the time of the Buddha) in order to “walk in the footsteps of the Buddha”; visiting the Lumbini Grove and seeing the pillar of the Emperor Ashoka; meditating on the birth of the Buddha; giving alms to the monks living there; meditating in the two temples.</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: in the shrine room the images of the Buddha are higher than anything else in the room to symbolise his importance because he is one of the three jewels; there may be raised chairs or a platform for the monks, to show their prominence because they are also regarded as one of the three jewels; the decoration of the shrine may serve as an aid to meditation or as reminders of incidents in the Buddha’s life; the meditation room signifies the importance of meditation for everyone since it is part of the Eight-Fold Path.</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 describe at least two such ways as: having witnesses shows the Christian view that marriage is an institution which affects the whole community; the ring is a sign of the constant need for commitment and faithfulness on the part of the couple; the ceremony taking place before the altar is a sign of the sacred nature of marriage.</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: a funeral is an important occasion to remind Christians that death is not the end; it reminds Christians that they can look forward to the resurrection; it is an important rite of passage which is marked by a Christian ceremony.</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 must describe two such differing attitudes as: the largest denomination within Christianity (the Roman Catholic Church) has at its head the successor to St Peter, who has great authority and is believed to be infallible; generally in Protestantism the church has less authority, and what authority it does have is often based upon the membership of the church rather than an infallible leader.</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: many Christians believe a hierarchy is needed to enable the Church to give authoritative guidance on spiritual and moral matters; many Christians believe that it enables the Church to have an effective organization; it means that individual priests or ministers are accountable for their work; since Jesus appointed St Peter as the leader of the Church, many Christians see the existence of a hierarchy as a reflection of God's wishes.</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 are likely to refer to specific teachings in the Sermon on the Mount and outline at least four such ways as: referring to the teaching on anger and retaliation, a Christian may try to remain calm in the face of frustrating situations; referring to the teaching on adultery, a Christian will remain faithful to their marriage partner; referring to the teaching on love, Christians will try to love those who hate them; referring to the teaching on almsgiving, a Christian will give to charity discreetly.</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 are likely to use such reasons as: the Ten Commandments are believed to have come directly from God; they are divine law which Christians have a duty to follow; the Ten Commandments are part of the basis of the new Christian Covenant established by Jesus and are, an essential part of the Christian Faith.</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>There is a large number of possible answers here. A level 4 answer will choose a famous Christian from either the past or present and then outline at least four ways in which that individual has contributed to the development of Christianity. For example, St Paul has contributed to the development of Christianity by: taking the message of Christianity beyond Judaism to the Gentiles; by writing his Epistles which form a large part of the New Testament; by preaching Christianity throughout the Roman Empire; by establishing important churches throughout the ancient world.</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>Level 4 answers are likely to use such reasons as: discipleship emphasises the need to follow Jesus and look to his example rather than allowing oneself to be distracted; discipleship reflects the need to put others first; discipleship reflects the willingness to endure suffering and hardship for the sake of truth and justice.</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>There is a large number of possible answers here. A level 4 answer will choose one famous Christian place of pilgrimage and outline at least four practices associated with it. For example, practices associated with pilgrimage to Lourdes include: visiting the Grotto of Massabielle, where Bernadette is believed to have seen visions of the Virgin Mary; taking the water from the spring to drink or take home; bathing in the pools, which are believed to have healing properties; praying for a cure for a physical torchlight processions through the town.</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: Jerusalem was the setting for many important events in the life of Jesus; his death and resurrection took place there; it was the centre of the early Christian Church; the Church of the Holy Sepulchre is there and is visited by many Christians.</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 likely to outline at least four such ways as: every Hindu home will have an area set aside for worship and prayer with a statue or picture of a god or goddess, such as a separate room, alcove, or shelf; it is usually the mother's responsibility to carry out the acts of puja; incense sticks may be lit; food may be offered to the images; candles may be lit or oil burned.</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: they are the focus of Hindu devotion; they are central to the practice of Bhakti, and one of the paths to moksha; the enormous variety of different images reminds Hindus that God can be seen and experienced in an infinite number of ways.</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 likely to outline at least four such aspects of Krishna as: Krishna is Lord of the Universe; he is the numinous creator of the Universe; he is loving; he requires loyalty and devotion (bhakti) from his followers.</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: it is necessary for the images to be prepared for worship each day, and the pujari fulfils this role; the pujari ensures that offerings of fruit and flowers are presented in the correct way; the pujari is a necessary guide for worshippers who may not know the procedure of the mandir.</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 are likely to outline at least four such ways as: the principle of moksha will affect the daily life of a Hindu by leading him/her to act in ways that will lead to escape from samsara; a Hindu may be more inclined towards selfless acts of kindness such as giving to charity discreetly; a Hindu may speak well of others rather than harshly; the principle may also affect daily life by leading Hindus to avoid certain actions such as theft, deceit or eating beef.</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: the use of violence can stand in the way of a soul achieving liberation; therefore the principle of ahimsa is important to help people escape samsara; the principle is described as the “highest morality” by the Mahabharata.</p> <p>At least two reasons need to be developed to reach level .</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>Level 4 answers are likely to describe at least two such teachings as: Sri Ramakrishna taught that God is present in every religion; he taught that all religions are paths leading to the same truths; he taught that Hindus should co-operate with other faiths.</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: he founded four colleges which are still in existence over a thousand years later; he recognised and established links between Buddhism and Hinduism; many Hindus believe he was right to leave no place for devotion to a personal God or emotion in religion.</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 are likely to outline at least four such significant aspects as: Varanasi is where the god Shiva is believed to have lived; it has been the centre of religious teaching for thousands of years; Hindus hope to be in Varanasi when they die; it is on the river Ganges.</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: the structure shows the importance of the consecrated murti (often by a spire above the inner sanctum); a separate shrine in front of the porch shows the importance of the vehicle of the deity; the outer building represents the heavenly chariot.</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 are likely to outline at least four such rituals as: the body is washed; it is wrapped in three simple sheets of cloth to show that everyone is equal before God; the body is carried to the mosque for a short service; the Janazah prayer is said; the body is buried facing the Ka'bah.</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: it marks the end of Ramadan and is therefore a time of great joy and excitement; it is an opportunity to thank God for a successful fast; it shows that one of the obligations of the five pillars has been completed.</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 are likely to describe at least two such ways as: the Qur'an prohibits the consumption of wine but does not mention other alcoholic drinks, and by using this principle Muslim jurists have extended the prohibition to other alcoholic drinks, which may not have been in common use when the Qur'an was revealed; similarly, the principle can be applied to the problem of taking drugs, or indulging in types of gambling such as the National Lottery.</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: Muslims believe that their faith should influence every aspect of their lives and it is therefore to be expected that the Shari'ah should affect daily life; the Shari'ah deals with unavoidable aspects of daily life such as the food which is eaten and the clothes which are worn; the Shari'ah provides essential guidance for the Muslim 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.

Question Number		Indicative content
18(a)		<p>Level 4 answers are likely to outline four aspects of one Pillar, such as salah; preparation by washing; facing the qiblah; performing the rakahs; observing the correct times of prayer; ensuring they are praying in a clean place.</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: refusing to do those things which God has forbidden is a test of a Muslim's submission to Allah; things which are haram may be harmful (even if an individual does not realise this); following the rules concerning halal and haram is good for the physical and spiritual health of an individual.</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 are likely to describe at least two such teachings as: Muslims should support each other so that the rich should help the poor and keep a common purpose; no Muslim race or group should consider itself above another; no individual should consider himself above another "unless he is higher in virtue".</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: in his final sermon the Prophet said that he was leaving two infallible guides - the Qur'an and his example; the Prophet was the one individual chosen by Allah as being worthy of passing on the Qur'an; as he was chosen, it is therefore logical to assume that his life would be a perfect example to everyone.</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>Level 4 answers are likely to outline at least four such ways as: all the hajjis wear the same white ihram costume; sandals rather than shoes are worn by all; costly adornments such as jewellery or perfume are forbidden; all the rituals of the hajj are required equally from all the able bodied hajjis.</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 use such reasons as: the mosque maintains a knowledge of the Qur'an in its revealed language; the mosque as a place of education shows that education without faith is useless or damaging; education in a mosque helps to balance the secular education given elsewhere.</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 outline at least four such rituals as: the reading of the ketubah outlining the man's responsibilities; standing under the huppah where the ceremony takes place; the shared goblet of wine; the giving of a ring; the crushing of the empty wine glass.</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: the funeral shivah helps relatives come to terms with their loss; the simple linen cloth which covers the body is a reminder of the equality with which the Almighty sees all; it is a reminder that death is not the end.</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
22(a)		<p>Level 4 answers are likely to outline at least four such ways as: some Jews may want to have business disputes settled according to Jewish rather than secular law; the Beth Din has a responsibility to supervise food products; to arrange divorces and to keep the get.</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 are likely to use such reasons as: the Rabbi conducts the key ceremonies such as weddings and funerals; the Rabbi is responsible for Jewish learning and conducting study sessions and knowledge of the Law is central to the Jewish faith; the Rabbi may be the Jewish chaplain to a local hospital or prison and represent Judaism in the local community; he may act as a marriage guidance counsellor and so helps resolve disputes in the Jewish 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.

Question Number		Indicative content
23(a)		<p>Level 4 answers are likely to outline at least four such teachings as: it contains wise sayings about the nature of true religion; it teaches about the nature of goodness; it contains many examples of ethical guidance; it teaches about the authority and importance of the oral law; examples may be included.</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: religious ceremonies which take place in the home show that the Jewish faith should be central to all the aspects of life for a Jewish person (faith should not be confined to the Synagogue on Shabbat); in times of persecution, the home has been vital in preserving Judaism when the public practice of the Jewish faith was forbidden; the practice of religion in the home is a sign of how important the family unit is in maintaining Judaism.</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 are likely to outline at least four such experiences as: the mountain was covered in smoke; only Moses was allowed to ascend the mountain ; Moses was given the Law directly from the Almighty written on two tablets of stone; on descending the mountain, Moses found that the Israelites had made an idol; Moses smashed the tablets of the Law in anger; Moses returned to the mountain.</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 Temple is considered by Jews to be the holiest place in the world; it is one of the most important places of pilgrimage in Judaism; for many Jews it is an important reminder of their claim over the land of Israel and the holy city of Jerusalem as having been given to them by the Almighty (particularly since the capture of East Jerusalem in 1967); it is a place of penitence for sin and failures; it is a place of prayer for the peace of Jerusalem.</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 are likely to outline at least four such ways as: the synagogue is the place where Jewish collective worship takes place and the faith of the Jews keeps the community together; the synagogue is the place where children in the community are educated; the word "synagogue" means "meeting place"; the synagogue is the place where many festivals are celebrated.</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 are likely to use such reasons as: although Jews are under no obligation to go on pilgrimage, many Jews may feel closer to their ancient traditions by visiting places which have been a part of their history; many Jewish places of pilgrimage are associated with tragic events in Judaism (such as Yad Vashem , the Wailing Wall , Masada); they remind Jews forcefully of the need to be strong in the face of oppression.</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 four answers are likely to outline at least four such symbols as: the wedding taking place before the Guru Granth Sahib to show that the marriage is a special arrangement approved by God; the exchange of presents to symbolise the unity of the two families; the bride holding the groom's scarf to show the joining of the couple; walking around the Guru Granth Sahib as the Lavan is read; sharing the kara parshad.</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: Baisaki is an important festival celebrated by Sikhs across the world; the celebration is an important unifying feature of Sikh identity; Baisaki commemorates the establishment of the Khalsa under Guru Gobind Singh which was the first occasion of a clear Sikh identity distinct from other faiths.</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 are likely to outline at least four such ways as: on entering the Gurdwara Sikhs show their respect by prostrating themselves before the Guru Granth Sahib; the Guru Granth Sahib is present at key rites of passage associated with birth, marriage and death; other important events are often marked by an Akhand Path; often Sikh households have their own copy which is given its own room.</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 : it gives the Sikh code of discipline without which the community could not survive; it explains how rituals in the Gurdwara should be performed - without such rituals the community could soon lose its unity; it emphasises the fact that a Sikh has corporate responsibility to the community beyond his personal spiritual life; it defines the Sikhs as a distinct group.</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 are likely to outline four such origins as: the 5 Ks were introduced by Guru Gobind Singh to help identify the Sikhs as a group and to remind them of their faith; the kesh is a reminder of their holiness and has its origin in the Hindu practice of allowing hair to grow; the kanga is a reminder of the need for orderliness in life; the kirpan is a reminder of the need to fight against evil; the kara is a symbol of the eternity of God; the kachera are a sign of modesty in dress and to allow ease of movement in battle.</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 are likely to use such reasons as: the principle of sewa is important to bring an individual closer to God by ridding him/her of pride and ego; it is good for individuals who may be unaccustomed to menial work to do such things as sweeping the floor or working in the kitchen because it reminds them of the equality with which God sees all people; sewa is also a recognition of God's wish that we should care for all people.</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
29(a)		<p>Level 4 answers are likely to outline at least four such events as: each morning Nanak bathed in his local river; one morning he failed to appear out of the water and no trace of him could be found; he appeared three days later and told friends that he had been to God's court; his first words were "There is no Hindu, there is no Muslim; the path I will follow is God's path."</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: there has been much tension in northern India between Islam and Hinduism and the Sikh faith has sometimes been persecuted for insisting that they had a right to practise their own faith; Sikhs were seen as a threat by both of the other larger faiths; as the Sikh gurus became more like princely rulers than peaceful holy men they became more involved in political disputes in the Mughal empire.</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 are likely to outline at least four such features as: the square platform in the centre of the tank; the Temple coated in gold leaf; the unification of Hindu and Muslim styles in the architecture; the four doors corresponding to the four points of the compass.</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 are likely to use such reasons as: worship is a collective activity and therefore it is important to have a building in which Sikhs can gather together as a group; service to others is an essential part of Sikh worship and the langar encourages this; if Sikhs are to worship in the correct way it is essential to have a place where they can meet to be reminded of their faith and the form of worship; the place of worship houses the Guru Granth Sahib as the focal point of Sikh worship.</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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