

Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE
in Religious Studies (4RS0/01)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2015

Publications Code UG042456

All the material in this publication is copyright

© Pearson Education Ltd 2015

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

PART 1: The total mark available for each of questions 1-8 is 20. Candidates answer four questions. The total mark available for Part 1 as a whole is 80.

PART 2: The total mark achievable for each of questions 9-26 is 25. Candidates answer two questions. The total mark available for Part 2 as a whole is 50.

PART 1: BELIEFS AND VALUES

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1(a)	<ul style="list-style-type: none"> self-interest and concern with individual needs/wants which excludes considering those of others. thinking wholly or mainly about oneself <p>Any alternative wording of the above point is acceptable. (2)</p>	<ul style="list-style-type: none"> examples of selfishness. <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

Question Number	Answer
1 (b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> • the universe began with a Big Bang that suggests that billions of years ago there was an explosion which expanded to create the universe. • the universe is constantly expanding and collapsing, and so the “beginning” of the universe was but one in a cycle of events. • evolution is the theory that all life evolved from the earliest, single celled, forms of life. • the universe is self-contained and does not need any outside, or religious, explanation. <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
1 (c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • some religious people would accept evolution which suggests that all life is interrelated • some religious people might accept commonality up to a point, but see humanity as a special creation • some religions see humans as created in the image of God, with a soul while animals are not • there are many observable commonalities that cannot be disputed. • within Hinduism, for example, there is the belief that all creatures share a common essence • a dominance of humanity might suggest lack of commonality <p>The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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
1(d)	<p>The issue is whether free will is an important idea for non-religious people.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • free will is important for all people whether they accept God or not • free will is fundamental to the idea of human autonomy • without free will people would just be subject to their passions <p>with the view(s) that:</p> <ul style="list-style-type: none"> • free will is a concept commonly found in religions, such as Islam • non-religious people are able to live their lives without thinking about a controlling force • free will is an illusion <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, 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 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2(a)	<ul style="list-style-type: none"> • continuation of existence after death. • life after death <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • resurrection • reincarnation <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
2(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> • in some traditions the idea of free will is central to life being a test. • some religions see free will as the gift of a loving God • some religious people may see free will being incompatible with God's omniscience and/or omnipotence • free will is important in religions so that people can receive a just reward or punishment <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
2(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • people can only be certain of the existence of things that they know through their senses, and such knowledge is limited to the physical world. • in all areas of knowledge physicalists do not go beyond the available evidence. • physicalists would argue that people who believe in God, or other aspects of the spiritual, do so as a result of faith and hope, not facts. • physicalists would also argue that the mind is no more than the brain, so even mental states can be explained in physical terms. <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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
2(d)	<p>The issue is whether religious people should not be selfish.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • most religions teach that it is important to care for others, for example Christianity • religious leaders often set the example of selflessness <p>with the view(s) that:</p> <ul style="list-style-type: none"> • it is natural for all people to be selfish • there are elements of religion that focus on the importance of developing the self, before helping others <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, 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 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3(a)	<ul style="list-style-type: none"> an easy and gentle death, usually associated with release from incurable disease helping someone who is terminally ill to die. <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> assisted suicide. turning off a life support machine <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
3(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> God is benevolent which means that he loves all beings God is Omnipotent which means that he is all-powerful God is Omniscient which means that God knows everything (past, present and future) God is Omnipresent which means that God is everywhere God is known through many forms God is unknowable <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
3(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • parents might teach their children to pray. Through prayer and the belief that God intervenes in their life a child's belief in God is established and strengthened. • parents might celebrate festivals with their children. The celebration of festivals reinforces a child's belief in God. • children may be encouraged to read from the holy book: exposing children to religious stories helps them realise the importance of God in the lives of people. • going to a place of worship and participating in communal worship will strengthen their belief in God. <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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
3(d)	<p>The issue is whether science has all the answers about how the universe operates.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • religions do not try to answer how only why • science has answers that are empirically provable • the operation of the universe is observable through scientific processes <p>with the view(s) that:</p> <ul style="list-style-type: none"> • science does not claim to have all of the answers • some religions, such as Judaism, teach that the laws of nature are divinely directed • some of the scientific answers are only postulated, like the expanding universe <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, 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 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4(a)	<ul style="list-style-type: none"> • (The belief that) God does not exist • not believing in God <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • questioning the existence of God <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
4(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> • the reproduction of the species is the main purpose of humanity • a person's own experience can help them give meaning and purpose to their life. • some may feel there is no purpose to life and therefore they are free to do as they please • they may feel they have more freedom as they can focus on this life, and making the world a better place. <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
4(c)	<p>Level 4 answers, based on Christianity, are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • the Bible can be interpreted in different ways • there are differing opinions on when life begins • there are denominational differences about the acceptability of abortion • some Christians might see abortion as necessary in cases such as rape or to save the life of the mother. <p>Answers which describe, rather than explain, will not go beyond Level 1. Other approaches are possible and must be marked according to the levels.</p> <p>Level 4 answers, based on Islam, are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • there can be differing opinions on what the Qur'an has to say about abortion • there are differing opinions on when life begins (some may see it at ensoulment) • there are differences of opinion among Muslim scholars • there is a conflict between the pre-eminence of the life of the mother and the prohibition of murder. <p>Answers which describe, rather than explain, will not go beyond Level 1. Other approaches are possible and must be marked according to the levels.</p> <p>Level 4 answers, based on Judaism, are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • the Torah can be interpreted in different ways • there are differing opinions on when life begins • there are differences of opinion among Jewish teachers • there is a conflict between the pre-eminence of the life of the mother and the prohibition of murder. <p>Answers which describe, rather than explain, will not go beyond Level 1. Other approaches are possible and must be marked according to the levels.</p> <p>Level 4 answers, based on Hinduism, are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • it goes against the teaching of ahimsa but could be used to save the mother's life

	<ul style="list-style-type: none"> • Hindus believe in the sanctity of life, and abortion goes against the sanctity of life • there are differing opinions on when life begins • there are differences of opinion among Hindu teachers <p>Answers which describe, rather than explain, will not go beyond Level 1. Other approaches are possible and must be marked according to the levels.</p> <p>Level 4 answers, based on Buddhism, are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • it could be seen to support or go against the teaching on suffering • Buddhists believe life is special, and abortion goes against this • it could be seen to support or go against the teaching on metta • there are differences of opinion among Buddhist teachers <p>Answers which describe, rather than explain, will not go beyond Level 1. Other approaches are possible and must be marked according to the levels.</p> <p>Level 4 answers, based on Sikhism, are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • there are different opinions about when life begins • Sikhs believe in the sanctity of life, and abortion goes against the sanctity of life • there are no teachings in the Guru Granth Sahib specifically about abortion • there is a conflict between the pre-eminence of the life of the mother and the prohibition of murder. <p>Answers which describe, rather than explain, will not go beyond Level 1. Other approaches are possible and must be marked according to the levels.</p>
--	---

Level	Mark	Descriptor
	0	No rewardable material.
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
4(d)	<p>The issue is whether it only makes sense to believe in one God.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • a belief in one God is the most logical and simple explanation • a majority of the world's religious people believe in one God, for example as in Sikhism • monotheism makes sense of the all the different questions in life <p>with the view(s) that:</p> <ul style="list-style-type: none"> • atheism is the more rational and logical conclusion • agnosticism is the most honest position • polytheism provides more logical answers to the dualism of life <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, 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 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5(a)	<ul style="list-style-type: none"> a married person having sexual relations with someone other than their marriage partner cheating on your spouse having an affair <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> cheating being unfaithful <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
5(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> some religious people see cohabitation as wrong as it is premarital sex it is wrong because it provides a less committed and stable family life some may accept it as it does not harm anybody there may be an acceptance as it is a trial period before marriage avoiding a divorce later. <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
5(c)	<p>Level 4 answers are likely to develop two contrasting reasons such as:</p> <ul style="list-style-type: none"> • a lot of people would argue that divorce is better than living in a loveless (or sometimes even abusive) marriage. • some people would feel it is better for the children if their parents' divorce • one of the biggest arguments against divorce is the negative impact it has on children. • others may argue that divorce has negative repercussions on society. <p>The question is about different attitudes, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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
5(d)	<p>The issue is whether celibacy is the best way to make sure people concentrate on their religion</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • people who are celibate are not distracted by sexual appetite • some Buddhists feel that celibacy rejects attachment and can help lead to enlightenment • the Roman Catholic Church teaches that a celibate clergy is better able to serve God <p>with the view(s) that:</p> <ul style="list-style-type: none"> • sexual appetite is healthy and should not be suppressed • being unable to have sex is likely to distract people from God • no religion teaches that everybody should be celibate, therefore other life choices are valid. <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, 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 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6(a)	<ul style="list-style-type: none"> (the principle of) treating children fairly <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> an example of a children's right. <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
6(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> providing rites of passage where parents promise to help bring their children up properly. running faith schools which teach the importance of the family, and provide an ethos that establishes expectations for children. providing classes to teach right from wrong. running children's and youth groups. religious leaders act as counsellors to families if necessary. <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
6(c)	<p>Level 4 answers are likely to develop two ways such as:</p> <ul style="list-style-type: none"> • some non-religious people believe that the increase of same sex partnerships is wrong and campaign against further changes • some non- religious people believe that the changes are causing a breakdown in family life and strive to put things in place to support families • some non-religious people disagree with the increased ease of divorce, and try to offer support as an alternative • some see the changes as positive and support the changes that take place <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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
6(d)	<p>The issue is whether all non-religious people have no problem with promiscuity.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • there is no set of rules that non-religious people follow that condemns it • sexual promiscuity is acceptable if it doesn't hurt people <p>with the view(s) that:</p> <ul style="list-style-type: none"> • some non-religious people will see promiscuity as against the principles of objective morality • they may have had a Christian upbringing, for example, which shapes their moral outlook <p>They will then come to a personal conclusion. Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, 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 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
7(a)	<ul style="list-style-type: none"> different religions living together (in one society) <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> an example of a multi-faith society <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
7(b)	<p>Level 3 answers are likely to outline at least two such attitudes as:</p> <ul style="list-style-type: none"> there is no difference between those with a disability and those without it is their responsibility to care for all people they ensure that people from all backgrounds are welcomed in the community <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
7(c)	<p>Level 4 answers, based on Christianity, are likely to develop two reasons such as:</p> <ul style="list-style-type: none"> • they believe that God created men and women as equals • they believe that man is the head of the woman based on Paul's teachings • they believe that men and women have been created with distinct roles • there are teachings against discrimination and prejudice <p>The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 4 answers, based on Buddhism, are likely to develop two reasons such as:</p> <ul style="list-style-type: none"> • they believe that men and women are equals • they believe that women are lesser as the Buddha had to be convinced to accept female nuns • they believe that men and women have no distinct roles in the sangha • there are teachings against discrimination and prejudice <p>The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 4 answers, based on Hinduism, are likely to develop two reasons such as:</p> <ul style="list-style-type: none"> • they believe that men and women are created as equals • they believe that only men can be teachers and priests • they believe that men and women have been created with distinct roles • there are teachings against discrimination and prejudice <p>The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p>

Other approaches are possible and must be marked according to the levels.

Level 4 answers, based on **Judaism**, are likely **to develop two reasons such as:**

- they believe that God created men and women as equals
- they believe that women such as Esther can achieve as much as men
- they believe that men and women have been created with distinct roles
- there are teachings against discrimination and prejudice

The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.

Answers which describe, rather than explain, will not go beyond Level 1.

Other approaches are possible and must be marked according to the levels.

Level 4 answers, based on **Islam**, are likely to develop two reasons such as:

- they believe that Allah created men and women as equals
- they believe that man is the head of the family
- they believe that men and women have been created with distinct roles
- there are teachings against discrimination and prejudice

The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.

Answers which describe, rather than explain, will not go beyond Level 1.

Other approaches are possible and must be marked according to the levels.

Level 4 answers, based on **Sikhism**, are likely **to develop two reasons such as:**

- they believe that God created men and women as equals
- they believe that men were the Gurus and are mainly the Granthis
- they believe that men and women have been created with distinct roles
- there are teachings against discrimination and prejudice

The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.

Answers which describe, rather than explain, will not go beyond Level 1.

	Other approaches are possible and must be marked according to the levels.
--	---

Level	Mark	Descriptor
	0	No rewardable material.
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
7(d)	<p>The issue is whether there should be limits on freedom of speech.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • it is a basic human right. • taking away this right would lead to the destruction of democracy <p>with the view(s) that</p> <ul style="list-style-type: none"> • it can lead to people being hurt and offended, which would go against the Hindu teaching of ahimsa • it is better that people are allowed to be honest rather than hiding their views <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, 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 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8(a)	<ul style="list-style-type: none"> a person's right to hold any opinion they choose <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> being able to think what you want <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
8(b)	<p>Level 3 answers, based on Christianity, are likely to outline at least two such ways as:</p> <ul style="list-style-type: none"> by preaching from the Bible the Bible that "there is no Jew or Greek" following the examples of people such as Martin Luther King they ensure that people from all races are welcomed at their services <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Buddhism, are likely to outline at least two such ways as:</p> <ul style="list-style-type: none"> avoiding any kind of racist insult because of Right Speech following the examples of people such as the Dalai Lama they ensure that people from all races are welcomed in the sangha <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Judaism, are likely to outline at least two such ways as:</p> <ul style="list-style-type: none"> sharing the belief of the Torah that the same justice is due to the foreigner as to the Israelite through the use of examples in teaching of anti-semitism from history to help others understand the evil that can result they ensure that people from all races are welcomed in the synagogue <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Hinduism, are likely to outline at least</p>

	<p>two such ways as:</p> <ul style="list-style-type: none"> • avoiding hurting others through racism as it could contravene ahimsa • following the examples of people such as Gandhi • they ensure that people from all races are welcomed in the mandir <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Sikhism, are likely to outline at least two such ways as:</p> <ul style="list-style-type: none"> • teaching the message of Guru Nanak who taught the equality of all people • following the examples of people such as Guru Nanak • they ensure that people from all races are welcomed in the gurdwara <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Islam, are likely to outline at least two such ways as:</p> <ul style="list-style-type: none"> • highlighting that the Qur'an teaches that different races are to help identify rather than segregate. • Following the examples of people such as El-Hajj Malik al Shabbazz • they ensure that people from all races are welcomed in the masjid <p>Other approaches are possible and must be marked according to the levels.</p>
--	--

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
8(c)	<p>Level 4 answers are likely to develop two reasons such as:</p> <ul style="list-style-type: none"> • it helps develop a harmonious society • people now recognise that inter-faith marriages are a part of today's society • there have been examples of happy and successful inter-faith marriages • there are teachings against discrimination and prejudice <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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
8(d)	<p>The issue is whether religious belief always leads to exclusivism.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • to have a religion is to assert its superiority over other belief systems • there are many examples of religions that believe other religions fall short of God's approval <p>with the view(s) that</p> <ul style="list-style-type: none"> • religions such as Baha'i assert the mutuality of all religions • some religions teach it is what a person does rather than believes that is important. <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, 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 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

PART 2: THE RELIGIOUS COMMUNITY

BUDDHISM

Question Number	Answer
9(a)	<p>Level 4 answers are likely to refer to two such ways</p> <ul style="list-style-type: none"> • Buddhists would seek to live the Middle Way • Buddhists would seek to eliminate craving and desire from their lives • they would spread the teachings of the Buddha • they would meditate to enable progression towards enlightenment <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
9(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • the vinaya lay down the rules for the sangha which is a crucial part of Buddhist society. • they are the main source of Buddhist teachings– in this way they lay the foundation for the religion and practice of Buddhism. • the sutta pitaka shows the example of the Buddha in seeking and achieving enlightenment. • they encourage Buddhists to live the qualities the Buddha lived and taught. <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
	0	No rewardable material.
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	Answer
9(c)	<p>The issue is whether the wheel of life is only a picture.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • it is used by non-Buddhists as a decoration • not all schools of Buddhism accept the teachings behind it • it can be an oversimplification of Buddhist beliefs <p>with the view(s) that</p> <ul style="list-style-type: none"> • it teaches important truths about impermanence • it can form the focus of meditation • it helps a Buddhist achieve enlightenment <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
10(a)	<p>Level 4 answers are likely to outline how such as:</p> <ul style="list-style-type: none"> • meditating on certain aspects of the text • providing an example from the life of the Buddha to follow • implementing its teaching into their daily life • focus on suffering and the Four Noble Truths <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
10(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • its main purpose is to provide a communal place of worship, devotion and meditation. • it serves as a focal point for the sangha enabling celebrations to take place there. • it is a place to receive advice/counselling. • somewhere to retreat from the outside world. • a place to learn meditation. <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
	0	No rewardable material.
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	Answer
10(c)	<p>The issue is whether the Eightfold Path is easy to follow today.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • the Buddha would not have taught something that is impossible • Buddhists all over the world are able to follow the Eightfold Path. <p>with the view(s) that</p> <ul style="list-style-type: none"> • it places unreasonable demands on the follower • it is out of step with today's materialistic society <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
11(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> • visit the holy Bodhi tree (Bodh Gaya) • pray at the Mahabodhi Temple (Bodh Gaya) • participate in puja • observe the worship by the monks • remember the early life of the Buddha (Kapilavastu) • visit the Eastern Stupa Complex (Kapilavastu) <p>Answers that do not refer to both Kapilavastu and Bodh Gaya cannot go above level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
11(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> • they provide the ultimate example of lack of desire • they provide teachings on how to achieve enlightenment • they embody qualities that a Buddhist should seek to develop • statues of the Bodhisattva provide a focus for meditation • they help others achieve enlightenment <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
	0	No rewardable material.
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	Answer
11(c)	<p>The issue is whether the rules of the vinaya are only important for monks and nuns.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • monks and nuns are its immediate audience • only monks and nuns should live by all of the vinaya <p>with the view(s) that:</p> <ul style="list-style-type: none"> • they are the teachings of the Buddha and are therefore important for all Buddhists • following the vinaya can bring good karma <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3 answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4 answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

CHRISTIANITY

Question Number	Answer
12(a)	<p>Level 4 answers are likely to outline, using a specific named person, such ways as:</p> <ul style="list-style-type: none"> • Paul is seen to be a very good example of a disciple. • he spread Christianity to new and diverse places that would become strongholds of the Christian faith. • he established Church leadership in these areas setting the pattern for later developments. • he was responsible for a large amount of the writings that Christians find in the New Testament. • he was able to bridge the gap between Romans and Jews, as he was both. <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
12(b)	<p>Level 4 answers are likely to name a place of pilgrimage and develop such reasons as:</p> <ul style="list-style-type: none"> • Rome is where Peter was crucified • Rome is the centre of the Roman Catholic Church • Rome is an important place to remember the martyrs of the Church • the Pope lives and celebrates mass in Rome <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
	0	No rewardable material.
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	Answer
12(c)	<p>The issue is whether baptisms are only important for the parents.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • in infant baptism it is the decision of the parents • the parents, not the child, are making promises to God <p>with the view(s) that</p> <ul style="list-style-type: none"> • some people are baptised as adults • baptism provides the child with a welcome into the Church family <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
13(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> • the congregation confess their sins and receive absolution; • they hear the word of God; • they recall the events of the Last Supper; • they share a sign of peace; • they share the bread and wine/body and blood of Jesus. <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>If an examiner is uncertain about the activities outlined, the answer should be sent to review.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
13(b)	<p>Level 4 answers are likely to develop such ways as:</p> <ul style="list-style-type: none"> • they would not be angry with other people, let alone kill them. • they would not have sexual thoughts about people let alone do anything about them. • if anyone causes hurt in any way the victim would not retaliate. • they would treat everybody lovingly, not just the people they like. • a Christian would do good things, and when they accomplish anything they would thank God so that other people will see the impact he has on their life. • they would not judge others. <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
	0	No rewardable material.
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	Answer
13(c)	<p>The issue is whether life of Jesus shows Christians exactly how to live their lives</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • Jesus told people to follow his example • Christians hope to go to heaven and can only achieve this by following his example <p>with the view(s) that</p> <ul style="list-style-type: none"> • he was perfect and is therefore an unrealistic ideal • not everybody believes in Jesus as the Messiah and an exemplar <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
14(a)	<p>Level 4 answers will outline from examples such practices as:</p> <ul style="list-style-type: none"> • a statement of what marriage is • questions ensuring that the couple are free to marry and that they understand their responsibilities. • the exchange of vows. • the exchange of rings. • the declaration that the couple are husband and wife. • blessings and prayers. • the signing of the state register in front of witnesses. <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
14(b)	<p>Level 4 answers will develop such reasons as:</p> <ul style="list-style-type: none"> • it celebrates Jesus' Resurrection • it helps remember important events in the history of their faith (the last week of Jesus' life) • it enables Christians to take time to re-evaluate their faith and commitment • it brings family and friends together in worship and celebration • it is a traditional time of initiation <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
	0	No rewardable material.
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	Answer
14(c)	<p>The issue is whether the Bible is only written by human beings.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • it is stated that it is written by identified authors such as Moses • some people would say there are examples of imperfections and contradictory material <p>with the view(s) that:</p> <ul style="list-style-type: none"> • it is claimed to be the word of God • no human could have written the truths it contains <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

HINDUISM

Question Number	Answer
15(a)	<p>Level 4 answers are likely to outline such events in the stories of Krishna as:</p> <ul style="list-style-type: none"> • the Lordship of Krishna, as seen in the revelation of his splendour in the conclusion of the Bhagavad Gita • his exploits in the Mahabharata, which show that he is a divine avatar/exemplar • exploits during his childhood which show his humanity <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
15(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • he is an avatar of Vishnu • he is seen as an example of a devoted righteous man • he defeated the evil king Ravana • he is celebrated each year at Diwali • in association with his wife Sita, the couple form the principal murti in some mandirs <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
	0	No rewardable material.
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	Answer
15(c)	<p>The issue is whether aarti is an act of individual worship.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • it is performed communally in the mandir • the community helps other people close to the ultimate reality <p>with the view(s) that:</p> <ul style="list-style-type: none"> • the karma it brings is personal • the reception of the light can only be done one at a time <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
16(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> • Lakshmi puja is offered to celebrate the new year • scenes from the Ramayana are performed to recall important Hindu values • diva lamps are lit to recall the happy return of Lord Rama to his kingdom. <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
16(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • the Ganges is not just a river but a mother, a goddess, a tradition, a culture and much more. • some Hindus also believe life is incomplete without bathing in the Ganges at least once in one's lifetime. • many Hindus believe that the water from the Ganges can cleanse a person's soul of all past sins, and that it can also cure the ill. • the water of Ganges carries the blessings of Lord Vishnu's feet; • Mother Ganges is also known as Vishnupadi, which means "Emanating from the Lotus feet of Supreme Lord Sri Vishnu." <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
	0	No rewardable material.
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	Answer
16(c)	<p>The issue is whether the Upanishads are extremely important today.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> • they were written to have eternal significance • many Hindus today still pattern their lives after their teachings • their speculative and enquiring approach fits in the modern scientific age <p>with the view(s) that</p> <ul style="list-style-type: none"> • they do not have relevance for non-Hindus • they were written thousands of years ago and have nothing to say to today's world • the unifying teaching of Hindus is in the four main Vedas rather than the Upanishads <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
17(a)	<p>Level 4 answers are likely to outline such teachings as:</p> <ul style="list-style-type: none"> • they support the traditional varnashramadharma • they affirm the spiritual goal of moksha • they support the three ways of liberation • they portray Lord Krishna as the true embodiment of the divine <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
17(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • the texts are regarded as 'revealed' (sruti) • they are authoritative for all who regard themselves as orthodox Hindus • Vedas contain complete knowledge of life and beyond • most of Hinduism's rituals are based on the Vedas • they form the basis of Hindu belief and practice <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
	0	No rewardable material.
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	Answer
17(c)	<p>The issue is whether the five yamas still affect a Hindu's daily life.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • ahimsa, as an example, is still applied by many Hindus to every part of their daily lives • truthfulness is still very important to many Hindus <p>with the view(s) that</p> <ul style="list-style-type: none"> • Brahmacharya is usually limited to holy people • Hindus are free to ignore the yamas if they choose <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

ISLAM

Question Number	Answer
18(a)	<p>Level 4 answers are likely to outline the most common ceremonies such as:</p> <ul style="list-style-type: none"> • the father whispers the adhan (call to prayer) into the baby's right ear • following this he whispers the call to prayer (adhan) in the left ear • a du'a is said on the baby's behalf • seven days after birth, the name giving (Aqeeqah) ceremony takes place • the baby's hair will be shaved and the equivalent weight of gold or silver is given to charity <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>If an examiner is uncertain about the ceremonies outlined, the answer should be sent to review.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
18(b)	<p>Level 4 answers are likely to develop such reasons as</p> <ul style="list-style-type: none"> • he makes sure that the message of Islam is not corrupted • he is elected by the community to lead the congregational prayers • he acts as role model for members of the community • he represents the community in meetings with local political and other groups • he helps Muslims understand the requirements of Shari'ah law <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
	0	No rewardable material.
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	Answer
18(c)	<p>The issue is whether a person does not have to complete the hajj to be a good Muslim</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • it is an obligation for all Muslims • it is one of the Five Pillars of Islam • it helps them remember the prophet Muhammad <p>with the view(s) that</p> <ul style="list-style-type: none"> • it is dependent on having the health or wealth • a person can receive paradise without completing hajj • a Muslim can perform the inward hajj if they can't go to Makkah <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
19(a)	<p>Level 4 answers are likely to outline such practices as:</p> <ul style="list-style-type: none"> • in the Qur'an(33: 40), Muhammad is described as the 'messenger of Allah and the seal of the prophets'; • Muslims have traditionally interpreted this title as meaning that Muhammad is the 'seal' or end of the line of prophets and of divine revelation through prophets; • Muslims believe that, through Muhammad, the will of Allah was finally expressed for all human beings; • Muhammad is seen to have brought all of the messages of the prophets together and completed them • Muhammad is seen as the final example of how to live according to the message of Islam. <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
19(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it brings the whole Muslim community together • it shows thankfulness to Allah for successful completion of fast • it is when Muslims give money to the poor • it is an opportunity to show solidarity with the poor <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
	0	No rewardable material.
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	Answer
19(c)	<p>The issue is whether fasting achieves nothing.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • all it does is makes a person hungry • it does not help other people <p>with the view(s) that</p> <ul style="list-style-type: none"> • it enables a person to be obedient to the will of Allah • it helps people be reminded of the plight of the poor and hungry <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
20(a)	<p>Level 4 answers are likely to outline such features as:</p> <ul style="list-style-type: none"> • all the men of the mosque should attend Jum'a prayers • at each of these times an official of the Mosque called a Muezzin will call people to prayer • a Muslim will perform ablutions (wu'du) where they will wash - including hands, face, arms and feet • a Muslim will pronounce the niyyah • a Muslim will perform the prescribed number of rak'ahs • at the end of the Salah a Muslim will offer his/her own prayers with their own concerns. This is called a du'a • the prayer includes a khutbah by the imam and may also include a discourse <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Answers that do not refer specifically to Jum'a prayers cannot go beyond Level 2.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
20(b)	<p>Level 4 answers are likely to develop such ways as:</p> <ul style="list-style-type: none"> • they should adhere to all things which are halal (permitted) and abstain from all things which are haram (forbidden) e.g.: • all food/ingredients are halal, unless they are declared haram • it is unlawful to eat meat from animals which have not been slaughtered in the proper way • a Muslim should avoid alcohol • a Muslim should dress modestly • Muslim males should not be alone with females after the age of puberty unless they are family members <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
	0	No rewardable material.
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	Answer
20(c)	<p>The issue is whether the Four Rightly-Guided Caliphs set an example for all Muslims.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • Shi'a Muslims accept only the 4th Caliph, Ali, as rightly guided • they were political leaders who made mistakes <p>with the view(s) that</p> <ul style="list-style-type: none"> • they were all close companions and relatives of Muhammad • they are seen as models of human behaviour by Sunni Muslims. <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

JUDAISM

Question Number	Answer
21(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> • different sources of tradition are used for guidance • some forms of tradition are emphasised in different forms of Judaism • they form part of the mitzvot against which Jewish people guide their lives • secular Jews may see tradition as the practices of the community rather than laws for the individual <p>Answers do not outline different attitudes cannot go beyond level 2</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
21(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it commemorates the creation of the world • it is a time for people to think about their priorities in life and to reflect on what has been achieved in the past year • it is a time of asking for forgiveness for wrongdoings (sins) • it is a time of reconciliation with other people • it ends with the observance of Yom Kippur • as the beginning of a new year it is a chance for Jews to ask questions about their actions throughout the year. <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
	0	No rewardable material.
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	Answer
21(c)	<p>The issue is whether the inside of a synagogue should be plain and simple.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • the 10 commandments condemn the use of graven images • the purpose is to worship and decorations may distract <p>with the view(s) that</p> <ul style="list-style-type: none"> • synagogues are often ornate • there are specific features that need to be in a synagogue <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
22(a)	<p>Level 4 answers are likely to outline such ways as:</p> <ul style="list-style-type: none"> • they represent the specific rules of the Torah about the Jewish way of life e.g.: • a mezuzah, containing the Shem'a, is often placed on the doors of homes and touched on entry • a Jewish person will rest from worldly labours on the Shabbat • Jews will honour their father and their mother • Jews will give thanks before a meal <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
22(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it is the land given to Abraham by the Almighty • it is a sign that Jews are God's chosen people • important events in Jewish history happened in Israel • Jewish people believe that Jerusalem is at the centre of Israel <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
	0	No rewardable material.
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	Answer
22(c)	<p>The issue is whether the Talmud is not important for many Jewish people.</p> <p>Level 4 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • a number of Jews regard themselves as secular Jews with no reference to the law or teachings • it is the writings of Rabbis and inaccessible to many <p>with the view(s) that</p> <ul style="list-style-type: none"> • it helps keep the laws of Judaism up to date • many Jews still pattern their lives after teachings in the Talmud. <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
23(a)	<p>Level 4 answers are likely to outline such reasons as</p> <ul style="list-style-type: none"> • it is a memorial to the Jewish victims of the Holocaust • it is a memory for all humanity to portray the evidence of what hate motivates people to do • it keeps archives to help remember the Holocaust • it is a place for families to remember their deceased ancestors who were victims of the Holocaust • it is a place to honour the righteous gentiles who help Jewish people during the holocaust • it represents a desire for such events never to be repeated <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
23(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • its teachings are based on the Torah • it is the collective body of religious laws for Jews • it helps guide the daily living of Jewish people • halakhah increases the spirituality in a person's life, because it turns the most trivial, mundane acts, such as eating and getting dressed, into acts of religious significance <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
	0	No rewardable material.
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	Answer
23(c)	<p>The issue is whether Moses is just one prophet among many.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • there are many prophets in the TeNaKh • each prophet spoke the word of the Almighty to his/her generation/circumstance <p>with the view(s) that</p> <ul style="list-style-type: none"> • he was chosen by the Almighty to lead the Hebrews to freedom • he received the law from the Almighty found in the Torah <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

SIKHISM

Question Number	Answer
24(a)	<p>Level 4 answers will outline such examples as:</p> <ul style="list-style-type: none"> • the kara symbolises the oneness of God • the kirpan is worn as a reminder that Sikhs have a duty to fight for the oppressed • the kangha is tucked in the hair of Sikhs' symbolising that Sikhs' lives should be disciplined and orderly • the kachera are worn as underclothes by men and women to symbolise modesty • the kesh because Sikhs believe that hair is a gift from God. <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
24(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • he was the founder of Sikhism • he laid the basis for the teachings of the remaining nine human gurus • he taught how a Sikh should live their lives • following his teachings leads a Sikh closer to God <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
	0	No rewardable material.
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	Answer
24(c)	<p>The issue is whether Nit Nem is an essential part of the daily life of a Sikh.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • Sikhs are instructed to perform them daily • they are a continuous reminder of how Sikhs are to conduct themselves in life <p>with the view(s) that,</p> <ul style="list-style-type: none"> • it is not practiced by all Sikhs every day • it is helpful and important, but not essential <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
25(a)	<p>Level 4 answers are likely to outline such features as:</p> <ul style="list-style-type: none"> • a prayer hall called Darbar Sahib, where the Guru Granth Sahib is read publicly • Nishan Sahib is a triangular orange flag with a Khalsa emblem of a Khanda in the middle. It shows the faith of Sikh Community in the waheguru • Langar, a free community kitchen. It is part of a building complex where communal meals are served • a rest room for the Guru Granth Sahib where it is placed overnight. <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
25(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • the Granthi is appointed to deal with all aspects of, and to attend to, the Guru Granth Sahib; • the Granthi often performs such Sikh ceremonies as welcoming a child, weddings and funerals; • the Granthi can be the community's spiritual director, who leads the congregation in prayer (ardas), hymn-singing (kirtan) and discourses (katha); • the Granthi is often responsible for teaching children, young people and adults about the Guru Granth Sahib <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
	0	No rewardable material.
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	Answer
25(c)	<p>The issue is whether you do not have to follow the Rahit Maryada to be a true Sikh.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • all people are able to choose for themselves how they follow the Sikh way of life • the Rahit Maryada is a twentieth century interpretation <p>with the view(s) that</p> <ul style="list-style-type: none"> • it is based on the teachings of the Gurus • following its teachings enables the Sikh community to be unified <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

Question Number	Answer
26(a)	<p>Level 4 answers are likely to outline such reasons as:</p> <ul style="list-style-type: none"> • the Harmandir Sahib (Golden Temple) is located there • the Golden Temple is the Supreme court for Sikhs and all community conflicts are solved there • it remembers the martyrs of the massacre in 1919 • founded by Guru Ram Das

Level	Mark	Descriptor
	0	No rewardable material.
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	Answer
26(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> • it is put to bed at night and so is treated as the living Guru • it is carried in procession on important public celebrations • it is read from and venerated in the Gurdwara • important family occasions are celebrated in the presence of the Guru Granth Sahib <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
	0	No rewardable material.
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	Answer
26(c)	<p>The issue is whether sewa is the most important part of Sikh living.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> • it was exemplified by Guru Nanak • it is a part of the Rahit Maryada <p>with the view(s) that</p> <ul style="list-style-type: none"> • the wearing of the 5Ks gives a Sikh a sense of identity and are more important • worship draws people closer to the waheguru <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
Level 2	2	For a relevant opinion supported by one relevant reason.
Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	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, based on their evaluation of both sides of the issue.

