

IGCSE

London Examinations IGCSE

Religious Studies (4425)

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Specimen Papers and Mark Schemes

London Examinations IGCSE

Religious Studies (4425)

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Contents

Specimen Papers

Specimen Paper 1	1
Specimen Paper 2	7

Mark Schemes

Mark Scheme Paper 1	15
Mark Scheme Paper 2	33

Paper Reference(s)

4425/01

London Examinations

IGCSE

Religious Studies

Paper 1 (Beliefs and Values)

Specimen Paper

Time: 2 hours

Materials required for examination

None

Items included with question papers

None

Instructions to Candidates

Answer one question from Section A, one question from Section B, one question from Section C, one question from Section D and two questions from Section E.

In the boxes on the answer booklet, write the name of the awarding body (London Examinations), your centre number, candidate number, the subject title (Religious Studies), the paper reference (4425/01), your surname, other names and signature. Write your answers in the answer booklet.

The paper reference is shown at the top of this page. Check that you have the correct question paper.

Information for Candidates

There are 6 pages in this question paper. All blank pages are indicated.

The total mark for this paper is **80**. The marks for the various parts of questions are shown in round brackets, e.g. (2).

Dictionaries may **not** be used in this examination.

Advice to Candidates

You are advised to spend about 20 minutes on each answer.

Write your answers clearly and in good English.

Turn over

Specimen

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Section A: Human beings and their destiny

Answer one question from this section.

Either

Question 1

- (a) What is meant by *materialism*? (2)
- (b) Outline the differences between linear and cyclical views of human life. (5)
- (c) Choose **one** religion. Explain why, according to its teaching, there is moral evil in the world. (8)

Total for Question 1: 15 marks

Or

Question 2

- (a) Give **one** example of *freewill*. (2)
- (b) Choose **one** religion. Outline its teaching about the relationship between human beings and other creatures. (5)
- (c) Explain why some people do not believe that human beings have a soul. (8)

Total for Question 2: 15 marks

Section B: The meaning and purpose of life

Answer one question from this section.

Either

Question 3

- (a) What is religious *nurture*? (2)
- (b) Outline non-religious ideas about the meaning and purpose of life. (5)
- (c) Explain why evil and suffering raise questions for people who believe in God. (8)

Total for Question 3: 15 marks

Or

Question 4

- (a) What is *polytheism*? (2)
- (b) Choose **one** religion. Outline its teaching about the ultimate reality. (5)
- (c) Explain how the search for meaning and purpose in life may lead to or support belief in God. (8)

Total for Question 4: 15 marks

Turn over

Section C: Marriage, family life and human relationships

Answer one question from this Section.

Either

Question 5

- (a) What is an *extended family*? (2)
- (b) Outline changing patterns of relationships between the sexes. (5)
- (c) Choose **one** religion. Explain why there are different attitudes to contraception among its followers. (8)

Total for Question 5: 15 marks

Or

Question 6

- (a) Give **one** example of genetic engineering. (2)
- (b) Choose **one** religion and outline its teaching about divorce. (5)
- (c) Explain why the rights of children are important. (8)

Total for Question 6: 15 marks

Section D: Relationships with other people

Answer one question from this Section.

Either

Question 7

- (a) Give **one** example of a human right. (2)
- (b) Choose **one** religion and outline its teachings about racial harmony. (5)
- (c) Explain how the ideal of justice can be applied to relationships between rich and poor. (8)

Total for Question 7: 15 marks

Or

Question 8

- (a) What is meant by *gender bias*? (2)
- (b) Outline the characteristics of a multi-ethnic society. (5)
- (c) Choose **one** religion. Explain why there are differing attitudes among its followers to other religions. (8)

Total for Question 8: 15 marks

Turn over

Section E

Answer two questions from this Section.

9. *'Everyone should defend the rights of animals.'*
Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least **one** religion.
(10)
10. *'Euthanasia is wrong in any circumstances.'*
Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least **one** religion.
(10)
11. *'Everything in life has been decided for us.'*
Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least **one** religion.
(10)
12. *'Agnosticism is the only sensible attitude to belief in God.'*
Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least **one** religion.
(10)
13. *'There is nothing wrong with promiscuity.'*
Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least **one** religion.
(10)
14. *'Religions are old-fashioned in their attitudes to sex before marriage.'*
Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least **one** religion.
(10)
15. *'Religions still deny women their rights.'*
Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least **one** religion.
(10)
16. *'The differences between religions are not important.'*
Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to at least **one** religion.
(10)

TOTAL FOR PAPER: 80 MARKS

END

Paper Reference(s)

4425/02

London Examinations IGCSE

Religious Studies

Paper 2 (The Religious Community)

Specimen Paper

Time: 1 hour

Materials required for examination

None

Items included with question papers

None

Instructions to Candidates

Answer **two** questions. The questions chosen may be about one religion, or about two different religions.

The paper reference is shown at the top of this page. Check that you have the correct question paper.

In the boxes on the answer booklet, write the name of the awarding body (London Examinations), your centre number, candidate number, the subject title (Religious Studies), the paper reference (4425/02), your surname, other names and signature.

Answer your questions in the answer booklet.

Dictionaries may **not** be used in this examination.

Information for Candidates

There are 8 pages in this question paper. All blank pages are indicated.

The total mark for this paper is **40**. The marks for the various parts of questions are shown in round brackets, e.g. (2).

Advice to Candidates

You are advised to spend about 30 minutes on each answer.

Write your answers clearly and in good English.

Answer any **two** questions

Buddhism

1. (a) Describe how images of the Buddha are used in Buddhist devotion. (10)
- (b) Explain why the celebration of Wesak is important for Buddhists. (10)
-

2. (a) Outline the relationship between lay people and those who live in a vihara. (10)
- (b) Explain why this relationship is important for the Sangha. (10)
-

3. (a) Outline the guidance given in the noble eightfold path about right behaviour. (10)
- (b) Explain why the five precepts are important for Buddhists. (10)
-

4. (a) Outline the Buddha's experience of the four sights. (10)
- (b) Explain why the Buddha's enlightenment is important for Buddhists. (10)
-

5. (a) Describe what Buddhists do at Bodh Gaya. (10)
- (b) Explain why the vihara is important in the Buddhist community. (10)
-

Christianity

6. (a) Outline what happens at a Christian marriage service. (10)
- (b) Explain why there are differences among Christians in their attitudes to the use of symbolism in worship. (10)
-
7. (a) Outline Christian teaching about the authority of the Bible. (10)
- (b) Explain why the authority of the Pope is important for many Christians. (10)
-
8. (a) Outline the teaching of Jesus, in the Sermon on the Mount, about judging other people. (10)
- (b) Explain why love is important in Christianity. (10)
-
9. (a) Describe **one** example, from the life of Jesus, about his ministry of healing. (10)
- (b) Explain why the resurrection of Jesus is important for Christians today. (10)
-
10. (a) Choose **one** place of Christian worship and describe its design. (10)
- (b) Explain why Jerusalem is important for Christians. (10)
-

Turn over

Hinduism

11. (a) Describe what happens at the sacred thread ceremony. (10)

(b) Explain why Bhakti is important for many Hindus. (10)

12. (a) Outline the teachings of the Bhagavad Gita about moksha. (10)

(b) Explain why the Upanishads are important in Hinduism. (10)

13. (a) Outline Hindu teaching about ahimsa. (10)

(b) Explain why the Code of Manu is important for Hindus. (10)

14. (a) Outline **one** story associated with Lord Rama. (10)

(b) Explain why Shankaracharya is important in the development of Hinduism. (10)

15. (a) Describe what a devotee would see in a Hindu temple. (10)

(b) Explain why the Ganges is important in Hinduism. (10)

Islam

16. (a) Outline how Muslims perform **one** of the five daily prayers. (10)

(b) Explain why the celebration of Id-ul-Fitr is important for Muslims. (10)

17. (a) Describe how Muslims show respect for the Qur'an. (10)

(b) Explain why the ulema is important in matters of belief and practice among Muslims today. (10)

18. (a) Outline what Muslims do when they give zakah. (10)

(b) Explain why some actions are regarded as haram in Islam. (10)

19. (a) Outline the teaching of the Prophet in his final sermon. (10)

(b) Explain why the rightly-guided caliphs are important in the development of Sunni Islam. (10)

20. (a) Describe how the mosque is a place of education for the Muslim community. (10)

(b) Explain why the hajj is more than just a journey for Muslims. (10)

Turn over

Judaism

- 21.** (a) Outline how Jewish people observe Yom Kippur. **(10)**
- (b) Explain why the Aaron Hakodesh is an important focus of worship in Judaism. **(10)**
-
- 22.** (a) Outline the role of the rabbi in the Jewish community. **(10)**
- (b) Explain why there are different attitudes to tradition in the Jewish community. **(10)**
-
- 23.** (a) Outline the main teachings of the Pirkei Avot. **(10)**
- (b) Explain why rules about Kashrut are important in Judaism. **(10)**
-
- 24.** (a) Outline the role of Moses in Judaism. **(10)**
- (b) Explain why Abraham is important in the development of Judaism. **(10)**
-
- 25.** (a) Describe how the synagogue is a place of study in Judaism. **(10)**
- (b) Explain why there are different attitudes among Jewish people towards the state of Israel. **(10)**
-

Sikhism

26. (a) Outline what Sikhs celebrate on Baisakhi. (10)

(b) Explain why the Guru Granth Sahib is the focus of worship in a gurdwara. (10)

27. (a) Outline the role of the granthi in a gurdwara. (10)

(b) Explain why the Rahit Maryada is important in Sikhism. (10)

28. (a) Outline Sikh teaching about sewa. (10)

(b) Explain why the khanda is an important Sikh symbol. (10)

29. (a) Outline the experience which led Guru Nanak to become a Guru. (10)

(b) Explain why Guru Nanak is regarded as the founder of Sikhism. (10)

30. (a) Describe what happens in the langar. (10)

(b) Explain why Amritsar is important for Sikhs. (10)

TOTAL FOR PAPER: 40 MARKS

END

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Edexcel International
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IGCSE Religious Studies (4425)
Mark Schemes for Specimen Papers
Paper 1 (Beliefs and Values)

Section A – Human beings and their destiny

Question 1

- (a) The belief that nothing exists apart from the physical world, or similar phrase
For a partially correct answer **1 mark**
For a correct answer **2 marks**
- (b) Level 3 answers are likely to outline the linear view by referring to ideas about life having a clear beginning and end, and being for one lifetime only, and those ideas which are typical of cyclical views, such as rebirth many times and the soul passing through various bodies.
Other approaches are possible and must be rewarded accordingly.
- L1 For an isolated example of relevant knowledge **1-2 marks**
L2 For basic relevant knowledge presented within a limited structure **3-4 marks**
L3 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. **5 marks**
- (c) Level 4 answers based on **Buddhism** are likely to use reasons such as: unenlightened human beings do not have a right view of the world; they are subject to avijja and kilesa; they are infected by the three poisons; they act harmfully towards other beings.
Level 4 answers based on **Christianity** are likely to use reasons such as: traditionally, moral evil is attributed to the fall of Adam; sin is the root cause of moral evil; sin arises from selfishness; and from self-will, which is opposed to the will of God; because God has given people freewill, they often act against other people.
Level 4 answers based on **Hinduism** are likely to use reasons such as: moral evil arises from avidya; and from a mistaken view of the nature of reality (maya); human beings fail to see the atman in each person as a part of the divine Brahman; as a result, they cause harm to others.
Level 4 answers based on **Islam** are likely to use reasons such as: Allah has given human beings freewill, and they can exercise this for good or ill; moral evil stems from unbelief in God; this shows itself when people do not follow the guidance of the Qur'an; human sinfulness stems from shirk, associating anyone or anything with Allah.
Level 4 answers based on **Judaism** are likely to use reasons such as: moral evil is an aspect of human sinfulness; this arises from disobedience to the Almighty; human beings allow the evil inclination to get the better of the good inclination; this makes them act unjustly towards other human beings.
Level 4 answers based on **Sikhism** are likely to use reasons such as: human beings attach themselves to selfish and material concerns and so do not understand where moral goodness lies; people are affected by haumai and so act out of self-interest; they are conditioned by the principle of manmukh and so fail to be oriented towards God; they are controlled by maya and this leads to the five vices.
- At least **two** reasons must be developed to reach level 4.
- Answers which describe rather than explain will not go beyond level 1
Other approaches are possible and must be rewarded accordingly.
- L1 For a simple, appropriate and relevant idea **1-2 marks**
L2 For a basic explanation showing understanding of a relevant idea **3-4 marks**
L3 For a developed explanation showing understanding of the main idea(s), using some specialist vocabulary **5-6 marks**
L4 For a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist language appropriately **7-8 marks**

Question 2

- (a) One example of where humans may act at they please, such as a lifestyle choice, or similar phrase

For a partially correct answer

For a correct answer

1 mark

2 marks

- (b) Level 3 answers based on **Buddhism** are likely to refer to at least **two** teachings such as: Buddhists are encouraged to show compassion to all living beings; many Buddhists therefore oppose the slaughter of animals for food; Buddhists are taught in the five precepts to avoid harming any other being and to promote their welfare.

Level 3 answers based on **Christianity** are likely to refer to at least **two** teachings such as: Human beings are given responsibility by God to care for the whole creation; human beings are the special creation of God and have a unique relationship with God; they are stewards of God's creation and therefore have authority over the rest of creation.

Level 3 answers based on **Hinduism** are likely to refer to at least **two** teachings such as: all living beings share a common life; the atman is present in all living beings; the principle of ahimsa applies to all living beings; to emphasise differences is the result of ignorance.

Level 3 answers based on **Islam** are likely to refer to at least **two** teachings such as: human beings are the khalifah of Allah; they are uniquely responsible to Allah for the well-beings of all his creation; however, the whole creation is Muslim by nature and birth; all living creatures are subject to the will of Allah.

Level 3 answers based on **Judaism** are likely to refer to at least **two** teachings such as: human beings are uniquely responsible to the Almighty for the care of his creation; Jewish teaching particularly emphasises treating animals with care; all are the creation of the Almighty and share the common gift of life.

Level 3 answers on **Sikhism** are likely to refer to at least **two** teachings such as: God is karta purukh in relation to all living creatures; they all share a common divine origin; care in the treatment of animals is a mark of being manmukh.

Other approaches are possible and must be rewarded accordingly.

L1 For an isolated example of relevant knowledge

1-2 marks

L2 For basic relevant knowledge presented within a limited structure

3-4 marks

L3 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

5 marks

- (c) Level 4 answers are likely to use reasons such as: there is no evidence for the existence of the soul; materialism rules out the possibility of there being a soul; the soul is simply a symbol for the individual personality; there is no evidence that a soul moves from one body to another.

At least **two** reasons must be developed to reach level 4.

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

Other approaches are possible and must be rewarded accordingly.

L1 For a simple, appropriate and relevant idea

1-2 marks

L2 For a basic explanation showing understanding of a relevant idea

3-4 marks

L3 For a developed explanation showing understanding of the main idea(s), using some specialist vocabulary

5-6 marks

L4 For a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist language appropriately

7-8 marks

Section B – The meaning and purpose of life

Question 3

- (a) Bringing children up to believe in and follow a religion, or similar phrase
For a partially correct answer **1 mark**
For a correct answer **2 marks**
- (b) Level 3 answers are likely to refer to at least **two** ideas such as: life can have meaning and purpose without reference to an afterlife; belief in God is not necessary to giving meaning and purpose to life; many people find meaning and purpose in such things as helping others or fulfilling their ambitions or in bringing up a family and continuing the human race; there is no meaning and purpose in life, so we have to make the best of our existence.
- Other approaches are possible and must be rewarded accordingly.
- L1 For an isolated example of relevant knowledge **1-2 marks**
L2 For basic relevant knowledge presented within a limited structure **3-4 marks**
L3 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. **5 marks**
- (c) Level 4 answers are likely to explain that: people who believe in God usually believe that he is good, so why does he allow the innocent to suffer; that he is all-knowing, so must have known that creation would lead to suffering; that he is all powerful, so why does he not stop suffering?
- Answers which describe rather than explain will not go beyond level 1.
- Other approaches are possible and must be rewarded accordingly.
- L1 For a simple, appropriate and relevant idea **1-2 marks**
L2 For a basic explanation showing understanding of a relevant idea **3-4 marks**
L3 For a developed explanation showing understanding of the main idea(s), using some specialist vocabulary **5-6 marks**
L4 For a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist language appropriately **7-8 marks**

Question 4

- (a) Belief in more than one god, or similar phrase
- For a partially correct answer **1 mark**
- For a correct answer **2 marks**
- (b) Level 3 answers based on **Buddhism** are likely to refer to **three** teachings such as: traditionally, questions about whether or not there is a God or gods is not of concern to Buddhists; the reality which Buddhists seek is enlightenment; Buddhists have different ways of describing the nature of this reality.
- Level 3 answers based on **Christianity** are likely to refer to **three** teachings such as: God alone is the ultimate reality; He is one, in Trinity; he is described as Father, Creator and Judge; He is omnipotent, omniscient and benevolent.
- Level 3 answers based on **Hinduism** are likely to refer to **three** teachings such as: the ultimate reality is Brahman; Brahman is one with the individual atman; Brahman is understood as both nirguna and saguna; Hindus differ on whether all else is maya, or whether the world is also real.
- Level 3 answers based on **Islam** are likely to refer to **three** teachings such as: the ultimate reality is Allah; he has no equal; he is the Lord of the Universe; he is the Master of the Day of Judgement.
- Level 3 answers based on **Judaism** are likely to refer to **three** teachings such as: the Almighty is the creator and sustainer of all that is; He is just and holy; he alone should be worshipped.
- Level 3 answers based on **Sikhism** are likely to refer to **three** teachings such as: God is the ultimate reality; he is sat guru; he is creator; he is timeless; he is one.
- Other approaches are possible and must be rewarded accordingly.
- L1 For an isolated example of relevant knowledge **1-2 marks**
- L2 For basic relevant knowledge presented within a limited structure **3-4 marks**
- L3 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary. **5 marks**
- (c) Level 4 answers are likely to use reasons such as: life is unsatisfactory without a belief in God; searching for meaning is like looking for a first cause, and that may be traced to God; belief in God gives fulfilment and direction to the lives of many believers.
- At least **two** reasons must be developed to reach level 4.
- Answers which describe rather than explain will not go beyond level 1.
- Other approaches are possible and must be rewarded accordingly.
- L1 For a simple, appropriate and relevant idea **1-2 marks**
- L2 For a basic explanation showing understanding of a relevant idea **3-4 marks**
- L3 For a developed explanation showing understanding of the main idea(s), using some specialist vocabulary **5-6 marks**
- L4 For a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist language appropriately **7-8 marks**

Section C – Marriage, family life and human relationships

Question 5

- (a) Grandparents/aunts/cousins living as a unit in one house or nearby, or similar phrase

For a partially correct answer

1 mark

For a correct answer

2 marks

- (b) Level 3 answers are likely to refer to at least **two** changes such as: women have greater economic and sexual freedom; unorthodox relationships have become more widely accepted; roles have become more flexible and interchangeable; people are living longer so serial relationships are becoming more common.

Other approaches are possible and must be rewarded accordingly.

L1 For an isolated example of relevant knowledge

1-2 marks

L2 For basic relevant knowledge presented within a limited structure

3-4 marks

L3 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

5 marks

(c) Level 4 answers based on **Buddhism** are likely to use reasons such as: some Buddhists follow traditional teachings which promote living in harmony with the natural order and intervening as little as possible; others accept modern practices which permit contraception, but encourage its use only within marriage; the random use of contraception as a means of promiscuity is strongly discouraged in the teachings of the five precepts.

Level 4 answers based on **Christianity** are likely to use reasons such as: some Christians oppose contraception as it is interfering with the will of God for his creation to reproduce; others permit contraception for limiting the size of families; the random use of contraception as a means of promiscuity is against Christian teaching about love and marriage.

Level 4 answers based on **Hinduism** are likely to use reasons such as: traditional Hindus support the view that a large family is a sign of status; they also believe that the purpose of the grihastha is to raise a family; other Hindus accept contraception within marriage; many support the government's drive to limit the size of families because of the problems of over-population.

Level 4 answers based on **Islam** are likely to use reasons such as: some Muslims follow traditional teaching and practice and view contraception as interfering with the will of Allah; others allow contraception within marriage if a large number of children will cause hardship or if there is a danger to health; the random use of contraception as a means for promiscuity is opposed by the teaching of Islam about the importance of marriage and family life.

Level 4 answers based on **Judaism** are likely to use reasons such as: Orthodox Jews tend to oppose contraception on the grounds that sex is for creating children, and nothing unnatural should interfere with that process; Reform Jews tend to believe that contraception is permitted because God intended human beings to use their God-given skill and reason to avoid unwanted pregnancy; there are particular circumstances in which Orthodox Jews will allow contraception such as when a couple already have children and there is a risk to the life of the mother.

Level 4 answers based on **Sikhism** are likely to use reasons such as: some Sikhs follow the traditional teaching that raising a family is part of the Sikh way of life; others accept that contraception in certain circumstances, which will benefit the family, is permissible; the random use of contraception as a means of promiscuity is against Sikh teaching about the importance of marriage.

At least **two** reasons must be developed to reach level 4.

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

Other approaches are possible and must be rewarded accordingly.

L1 For a simple, appropriate and relevant idea	1-2 marks
L2 For a basic explanation showing understanding of a relevant idea	3-4 marks
L3 For a developed explanation showing understanding of the main idea(s), using some specialist vocabulary	5-6 marks
L4 For a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist language appropriately	7-8 marks

Question 6

- (a) Altering the DNA to avoid disease, or similar phrase or example

For a partially correct answer

1 mark

For a correct answer

2 marks

- (b) Level 3 answers based on **Buddhism** are likely to refer to at least **one** of the following: divorce is traditionally regarded as unacceptable, because it goes against Buddhist principles which support family life; some Buddhists accept divorce as undesirable but sometimes necessary for the sake of all concerned.

Level 3 answers based on **Christianity** are likely to refer to at least **one** of the following: divorce is against the teaching of the Church and is not permitted; divorce is strongly discouraged, but is allowed if the marriage has broken down irretrievably.

Level 3 answers based on **Hinduism** are likely to refer to at least **one** of the following: divorce is regarded by traditional Hindus as being wrong because it divides the whole family and social system, and is a denial of marriage vows; other Hindus, whilst discouraging divorce, allow that in some cases it should be permitted as being in the best interests of all concerned.

Level 3 answers based on **Islam** are likely to refer to at least **one** of the following: many Muslims believe divorce should not be allowed because of teachings in the Qur'an which appear to reject it; other Muslims believe that whilst it is the least desirable thing which Allah has permitted, it should be allowed if it is in the best interests of all concerned and if the prescribed regulations for divorce have been properly followed.

Level 3 answers based on **Judaism** are likely to refer to at least **one** of the following: traditional Jewish families are opposed to divorce on principle because it divides the family unit which is central to Judaism; other Jews, both Orthodox and Reform accept that the Torah permits divorce in certain (debated) circumstances, and that it is permissible if the proper procedures have been followed.

Level 3 answers based on **Sikhism** are likely to refer to at least **one** of the following: traditional Sikhs believe that marriage is a duty and must be upheld as one of the values of the grihastha; other Sikhs follow more general principles and allow that divorce is permissible in certain circumstances, if it is in the best interests of all concerned.

Other approaches are possible and must be rewarded accordingly.

L1 For an isolated example of relevant knowledge

1-2 marks

L2 For basic relevant knowledge presented within a limited structure

3-4 marks

L3 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

5 marks

- (c) Level 4 answers are likely to use reasons such as: children are as much entitled to have rights as anyone else; because they are vulnerable, they need special protection; because their rights are one way of ensuring that future generations are safeguarded; because they need special rights to stop them being exploited.

At least **two** reasons must be developed to reach level 4.

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

Other approaches are possible and must be rewarded accordingly.

L1 For a simple, appropriate and relevant idea	1-2 marks
L2 For a basic explanation showing understanding of a relevant idea	3-4 marks
L3 For a developed explanation showing understanding of the main idea(s), using some specialist vocabulary	5-6 marks
L4 For a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist language appropriately	7-8 marks

Section D – Relationships with other people

Question 7

- (a) E.g. the right to a fair trial under the law, or similar example

For a partially correct answer

1 mark

For a correct answer

2 marks

- (b) Level 3 answers based on **Buddhism** are likely to refer to at least **two** teachings such as: compassion should be shown towards all people, whatever their background; avoiding harm to others and promoting their welfare is one of the principles of the five precepts; to perceive unreal distinctions between different peoples is to show ignorance.

Level 3 answers based on **Christianity** are likely to refer to at least **two** teachings such as: all people are created by God and are therefore to be regarded as equal; the Christian Church is supposed demonstrate racial harmony by including people of every background within the community; the commandment to love one's neighbour should include everyone; people should treat each other as they would wish to be treated.

Level 3 answers based on **Hinduism** are likely to refer to at least **two** teachings such as: the atman of every individual shares a common divine nature; to perceive unreal distinctions between different people is to show ignorance; most Hindus support the principle of the Indian constitution which supports racial harmony.

Level 3 answers based on **Islam** are likely to refer to at least **two** teachings such as: Allah is the creator of all people; there should be no distinctions between people based on race; the ummah is a multi-racial community; the Prophet taught, and showed by example, that all races must be valued.

Level 3 answers based on **Judaism** are likely to refer to at least **two** teachings such as: the Almighty is the creator of all people, who are therefore equal; in spite of the special choice of the Jewish people as the servants of God, this implies responsibility towards others rather than superiority over them; principles of the Torah, such as showing hospitality towards strangers, support the principle of racial harmony.

Level 3 answers based on **Sikhism** are likely to refer to at least **two** teachings such as: to despise others on any grounds is a mark of being manmukh; to perceive false distinctions between different peoples is to show ignorance; the principle of sewa applies to all, so Sikhs should not treat people of other racial backgrounds differently.

Other approaches are possible and must be rewarded accordingly.

L1 For an isolated example of relevant knowledge

1-2 marks

L2 For basic relevant knowledge presented within a limited structure

3-4 marks

L3 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary

5 marks

- (c)** Level 4 answers are likely to explain: that justice is based on the fair distribution of wealth; that an excessive gap between rich and poor is unjust; that justice rather than charity is the right of the poor. Level 4 answers will also give examples of how these ideals can be put into practice.

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

Other approaches are possible and must be rewarded accordingly.

L1 For a simple, appropriate and relevant idea	1-2 marks
L2 For a basic explanation showing understanding of a relevant idea	3-4 marks
L3 For a developed explanation showing understanding of the main idea(s), using some specialist vocabulary	5-6 marks
L4 For a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist language appropriately	7-8 marks

Question 8

- (a) Giving precedence to one gender over another, or similar phrase

For a partially correct answer

1 mark

For a correct answer

2 marks

- (b) Level 3 answers are likely to refer to at least **two** characteristics such as: people living together may be more likely to respect each other; people can learn from each other, and therefore widen their outlook; people can enjoy the freedom to celebrate their diversity; it adds colour and variety to society.

Other approaches are possible and must be rewarded accordingly.

L1 For an isolated example of relevant knowledge

1-2 marks

L2 For basic relevant knowledge presented within a limited structure

3-4 marks

L3 For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

5 marks

- (c) Level 4 answers based on **Buddhism** are likely to refer to at least **two** attitudes such as: most Buddhists regard the Buddhist way as the best path to enlightenment, and other religious traditions make enlightenment more difficult; others accept that there is more than one path which can lead to enlightenment, but find that the way taught by the Buddha is the way that works for them.
- Level 4 answers based on **Christianity** are likely to refer to at least **two** attitudes such as: some Christians regard their religion as the only way to salvation, and other religions are wrong; others believe that there is some truth in other religions, but the Christian way is best; others accept that all religions are different paths to the same goal.
- Level 4 answers based on **Hinduism** are likely to refer to at least **two** attitudes such as: some regard the Hindu dharma as the only full path to final liberation, and reject other traditions; the majority accept that all religions are different paths to the same goal; a few are particularly hostile to some other religions because of imperialism and persecution in the past.
- Level 4 answers based on **Islam** are likely to refer to at least **two** attitudes such as: the majority of Muslims regard Islam as the only straight path to Allah, and that they must offer dawa to all non-Muslims; some accept that some religions, especially the 'people of the book' already have a place within Islam, even though they follow some erroneous beliefs; others believe that Islam is the best way, but that there are other ways and other prophets whose message is not contrary to Islam.
- Level 4 answers based on **Judaism** are likely to refer to at least **two** attitudes such as: the Jewish people have been chosen by the Almighty as his special people, and they should avoid contact with followers of other religions who do not live by the Torah; others take the view that the Jewish people have been specially chosen, but that it is their responsibility to show others how to live; others believe that there is one path for the Jewish people, but there is a universal message which may be followed by people of other religions.
- Level 4 answers based on **Sikhism** are likely to refer to at least **two** attitudes such as: most Sikhs regard their own religion as one path towards God and accept that others are equally valid, others regard their path as the best while not denying that other religions are valid; they will then explain why this is the case by reference to such reasons as: the Guru Granth Sahib draws on the wisdom of non-Sikhs; for historical reasons, some Sikhs are wary about some religious traditions on account of past persecutions.

At least **two** reasons must be developed to reach level 4.

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

Other approaches are possible and must be rewarded accordingly.

- | | |
|--|------------------|
| L1 For a simple, appropriate and relevant idea | 1-2 marks |
| L2 For a basic explanation showing understanding of a relevant idea | 3-4 marks |
| L3 For a developed explanation showing understanding of the main idea(s), using some specialist vocabulary. | 5-6 marks |
| L4 For a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist language appropriately. | 7-8 marks |

Section E

Question 9

The issue is whether everyone should defend the rights of animals.

Level 4 answers are likely to contrast the view that animals, like humans, have basic rights such as freedom from suffering which must be defended by everyone, with the view that only humans, as superior beings, can have such rights and are free to treat animals as they wish.

They will then come to a personal conclusion.

Other approaches are possible and must be rewarded accordingly.

Answers which do not give an opinion, and do not refer to at least one named religion, cannot go beyond level 2.

L1 For an opinion supported by one relevant reason.	1-2 marks
L2 For a basic for and against, or a reasoned opinion supported by religious/moral evidence.	3-5 marks
L3 For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.	6-8 marks
L4 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.	9-10 marks

Question 10

The issue is whether euthanasia is wrong in any circumstances.

Level 4 answers are likely to contrast the view that euthanasia involves taking life and is therefore against all moral and religious principles, with the view that the relief of suffering must be the overriding moral concern, so that euthanasia is acceptable if it reduces suffering.

They will then come to a personal conclusion.

Other approaches are possible and must be rewarded accordingly.

Answers which do not give an opinion, and do not refer to at least one named religion, cannot go beyond level 2.

L1 For an opinion supported by one relevant reason.	1-2 marks
L2 For a basic for and against, or a reasoned opinion supported by religious/moral evidence.	3-5 marks
L3 For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.	6-8 marks
L4 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.	9-10 marks

Question 11

The issue is whether everything in life has been decided for us.

Level 4 answers are likely to contrast the view of determinism, that our life is conditioned by our ancestry and physical make-up, with the view that human beings have been given freewill (by God) to act as they wish.

They will then come to a personal conclusion.

Other approaches are possible and must be rewarded accordingly.

Answers which do not give an opinion, or do not refer to at least one religion, cannot go beyond level 2.

- | | |
|--|-------------------|
| L1 For an opinion supported by one relevant reason. | 1-2 marks |
| L2 For a basic for and against, or a reasoned opinion supported by religious/moral evidence. | 3-5 marks |
| L3 For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view. | 6-8 marks |
| L4 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. | 9-10 marks |

Question 12

The issue is whether agnosticism is the only sensible attitude to belief in God.

Level 4 answers are likely to contrast the view that, as our knowledge of the world is only partial, we should suspend decisions about the existence of God, with alternative views such as that only believing in God makes sense of the world, or that science proves conclusively that there is no God.

They will then come to a personal conclusion.

Other approaches are possible and must be rewarded accordingly.
Answers which do not give an opinion, or do not refer to at least one religion, cannot go beyond level 2.

- | | |
|---|-------------------|
| L1 For an opinion supported by one relevant reason | 1-2 marks |
| L2 For a basic for and against, or a reasoned opinion supported by religious/moral evidence | 3-5 marks |
| L3 For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view | 6-8 marks |
| L4 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 | 9-10 marks |

Question 13

The issue is whether there is anything wrong with promiscuity.

Level 4 answers are likely to contrast the view that promiscuity is not wrong because people are born with a strong drive to mate with others, with the view that it is wrong because it is against the principle of faithfulness and religions teaching that sex should be confined to marriage.

They will then come to a personal conclusion.

Other approaches are possible and must be rewarded accordingly.

Answers which do not give an opinion, or do not refer to at least one religion, cannot go beyond level 2.

- | | |
|--|-------------------|
| L1 For an opinion supported by one relevant reason. | 1-2 marks |
| L2 For a basic for and against, or a reasoned opinion supported by religious/moral evidence. | 3-5 marks |
| L3 For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view. | 6-8 marks |
| L4 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. | 9-10 marks |

Question 14

The issue is whether religions are old-fashioned in their attitudes to sex before marriage.

Level 4 answers are likely to contrast the view that they are old-fashioned, because they fail to keep up with changing attitudes, with the view that traditional religious values help to protect people from moral decline.

They will then come to a personal conclusion.

Other approaches are possible and must be rewarded accordingly.

Answers which do not give an opinion, or do not refer to at least one religion, cannot go beyond level 2.

- | | |
|---|-------------------|
| L1 For an opinion supported by one relevant reason | 1-2 marks |
| L2 For a basic for and against, or a reasoned opinion supported by religious/moral evidence | 3-5 marks |
| L3 For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view | 6-8 marks |
| L4 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 | 9-10 marks |

Question 15

The issue is whether religions continue to deny women their rights.

Level 4 answers are likely to contrast the view that the real rights of women are protected by religion, with the view that women do not enjoy the same rights to respect and justice in the practice of religion as men do.

They will then come to a personal conclusion.

Other approaches are possible and must be rewarded accordingly.

Answers which do not give an opinion, or do not refer to at least one religion, cannot go beyond level 2.

- | | |
|--|-------------------|
| L1 For an opinion supported by one relevant reason. | 1-2 marks |
| L2 For a basic for and against, or a reasoned opinion supported by religious/moral evidence. | 3-5 marks |
| L3 For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view. | 6-8 marks |
| L4 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. | 9-10 marks |

Question 16

The issue is whether differences between religions are important.

Level 4 answers are likely to contrast the view that they are not, because all religions are paths to the same goal, with the view that they are, because only one religion is true and those who differ need to be brought to the truth.

They will then come to a personal conclusion.

Other approaches are possible and must be rewarded accordingly.

Answers which do not give an opinion, or do not refer to at least one religion, cannot go beyond level 2.

- | | |
|--|-------------------|
| L1 For an opinion supported by one relevant reason. | 1-2 marks |
| L2 For a basic for and against, or a reasoned opinion supported by religious/moral evidence. | 3-5 marks |
| L3 For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view. | 6-8 marks |
| L4 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. | 9-10 marks |

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Edexcel International

London Examinations

IGCSE

IGCSE Religious Studies (4425)

Mark Schemes for Specimen Papers

Paper 2 (The Religious Community)

The generic mark grids on the following page apply to both Paper 2 and coursework. They indicate the general level of achievement required at each level.

A detailed, question-specific mark scheme for the Paper 2 specimen questions follows.

Markers should first use the question-specific mark scheme to assess the candidate's response, then refer to the generic mark grid on the following page. The answer should first be allocated to one of five levels before a final mark is awarded.

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Generic mark grid for Paper 2 and coursework

Mark scheme for section (a) of each question (Assessment Objective 1, Knowledge)

Level 0	Question not attempted, or entirely inaccurate answer, or incoherent, irrelevant or worthless for some other reason.	0 marks
Level 1	For an isolated example of relevant knowledge.	1-2 marks
Level 2	For basic relevant knowledge presented within a limited structure.	3-5 marks
Level 3	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.	6-8 marks
Level 4	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.	9-10 marks

Mark scheme for section (b) of each question (Assessment Objective 2, Understanding)

Level 0	Question not attempted, or entirely inaccurate answer, or incoherent, irrelevant or worthless for some other reason.	0 marks
Level 1	For a simple, appropriate and relevant idea.	1-2 marks
Level 2	For a basic explanation showing understanding of a relevant idea.	3-5 marks
Level 3	For a developed explanation showing understanding of the main idea(s) using some specialist vocabulary.	6-8 marks
Level 4	For a comprehensive explanation, showing understanding of the main idea(s) and using specialist language appropriately.	9-10 marks

Paper 2: The **two** marks out of 10 per question give a total mark out of 20 for each question. The overall mark for the **two** questions is out of 40.

Coursework: The **two** marks out of 10 should be recorded separately on the Coursework record sheet (see Appendix 6 of the specification), as well as the total out of 20 marks.

Paper 2: Question-specific mark scheme

Buddhism

1(a) Level 4 answers are likely to describe at least **two** such uses as: they are used as a focal point of meditation, allowing a person to reflect on the life of the Buddha and particularly on his enlightenment; they are used as an object of reverence during devotion, so that the devotee is thankful for the life and teaching of Gautama; offerings are made to the murti, such as flowers or incense, allowing the devotee to express their reverence; the different mudras are used to enable the devotee to focus on different qualities of the Buddha.

Other approaches are possible and must be rewarded accordingly.

1(b) Level 4 answers are likely to use such reasons as: the occasion is a celebration of the life of the Buddha, including his birth, enlightenment and parinibbana; it is an opportunity for lay people to gain merit by performing devotion and taking part in rituals; lay people are also able to renew and deepen their commitment by 'going for refuge to the Buddha'; it is an opportunity to deepen their understanding of the life of the Buddha through hearing stories of his teaching, and learning from the teaching of the monks.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

2(a) Level 4 answers are likely to outline at least **two** ways in which monks support lay people, for example by giving teaching about meditation and guidance about daily living, and at least **two** ways in which lay people support the monastery materially, for example by giving dana and helping to manage the daily affairs of the vihara.

Other approaches are possible and must be rewarded accordingly.

2(b) Level 4 answers are likely to use such reasons as: it gives mutual support in following the Buddhist way of life; it strengthens bonds within the sangha; it encourages the values which lead to enlightenment.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

3(a) Level 4 answers are likely to outline the following: choosing a suitable livelihood; speaking the truth and avoiding falsehood; performing actions which promote merit and are regarded as skilful; following the Buddhist path in relation to the five precepts.

Other approaches are possible and must be rewarded accordingly.

- 3(b)** Level 4 answers are likely to use such reasons as: they summarise the basic principles and values which help towards enlightenment; they are an essential part of 'right action' in following the noble eightfold path; they provide guidance about what Buddhists are expected to do *and* to avoid in their daily lives.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 4(a)** Level 4 answers will outline the Buddha's experience of encountering the four sights outside the palace; a sick person; an old person; a dead body; and a wandering ascetic.

- 4(b)** Level 4 answers are likely to use such reasons as: it is the essential guidance towards the goal to which all Buddhists aspire; it is the best example of the courage and perseverance needed to achieve spiritual enlightenment; he is the first to show others the way; the Buddha's enlightenment is often the object of meditation through which Buddhists try to follow the same path.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 5(a)** Level 4 answers are likely to describe at least **four** such points as: visit to the temple of the enlightenment; visit to the bodhi tree; meditation around, e.g. the lotus pool; listening to the teaching of the monks; giving to the poor and the monks; offering puja.

Other approaches are possible and must be rewarded accordingly.

- 5(b)** Level 4 answers are likely to use reasons such as: it provides a focus for the community; it provides essential services for meditation and puja for the community; historically, it represents the place of retreat during the rainy season, and continues to provide this venue for visiting groups of Buddhists; it provides a communal context and residence for monks to follow the path to enlightenment.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

Christianity

- 6(a)** Level 4 answers are likely to outline **four** such features as: the declaration that there is no reason against the marriage; the marriage vows; the exchange of rings; the pronouncement that the marriage has been made; singing of hymns, readings, address, etc; the blessing of the couple; the signing of the register.

Other approaches are possible and must be rewarded accordingly.

- 6(b)** Level 4 answers are likely to contrast at least **two** different attitudes, and to use such reasons as: some Christians use many symbols in their worship because they believe symbols help them to understand God and provide a visual stimulus to important aspects of their faith, while other Christians believe that worship should focus mainly on God and that the use of symbols leads to the dangers of idolatry, which is forbidden in the ten commandments.

Other approaches are possible and must be rewarded accordingly.

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

- 7(a)** Level 4 answers are likely to outline at least **two** such teachings as: the Bible is believed to be the word of God revealed to human beings over a long period of time; it has final authority in deciding on matters of faith and practice; for Christians, the New Testament supersedes the Old Testament; there are different Christian teachings about how the Bible is to be interpreted and applied in the modern world.

Other approaches are possible and must be rewarded accordingly.

- 7(b)** Level 4 answers are likely to use such reasons as: for Roman Catholic Christians, the Pope has authority in declaring how the Christian faith is to be interpreted and applied, when he speaks as the leader of the Church; the Pope's authority is important because he is regarded as the true and authentic successor to St Peter and the representative of Christ on earth; because his authority ensures that the faith which has been handed down is guaranteed to be the one true faith; because he speaks with the authority of all the bishops collectively as the first among equals.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 8(a)** Level 4 answers will refer to the specific teachings: do not judge, and you will not be judged; as you judge others you will be judged; do not look at the faults of others when yours are far greater; first correct your own faults, then you will be able to correct those of others.

- 8(b)** Level 4 answers are likely to use reasons such as: it was taught by Jesus as the first and greatest commandment; it is the basis of all Christian values; it is regarded by Christians as the defining characteristic of God; it is shown primarily in the life, death and resurrection of Jesus, and is therefore the focus of Christian belief.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 9(a)** Level 4 candidates will identify **one** of the healing stories in the Gospels, and describe the main features of healing, e.g. the paralysed man was lowered through the roof in front of Jesus; Jesus forgave his sins; the religious authorities objected on the grounds that only God can forgive sins; Jesus asserted his right to forgive by commanding the man to stand up and go home; he did so, and all the onlookers were amazed and praised God.

- 9(b)** Level 4 answers are likely to use reasons such as: it is the basis of Christian belief in life after death; it affirms the living presence of Jesus Christ in the lives of Christians today; without the resurrection of Jesus, Christian faith would be meaningless; the resurrection of Jesus is the guarantee of the resurrection of believers at the Last Day.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 10(a)** Level 4 answers will identify a Christian place of worship (either a particular building, or e.g. a typical Quaker Meeting House), and will describe the main features of its design, e.g. St Andrew's Methodist Church is circular in design, with a communion table in the centre, and chairs arranged around it; it has a reading desk for the Bible; a cross is displayed on one wall to show that it is a place of Christian worship; a table to one side has a small baptismal font on it, and a tapestry behind it with the symbols of baptism on it.

At least **four** features of the design will be identified and described.

- 10(b)** Level 4 answers are likely to use reasons such as: it is associated particularly with the events of the last week of Jesus' life, and especially his death and resurrection; it has a symbolic importance in Christian belief as the model of heaven; it is the place from which Christian faith spread throughout the ancient world; it is one of the main places of pilgrimage for many Christians.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

Hinduism

- 11(a)** Level 4 answers are likely to describe the main features of the Upanayana ceremony by referring to such points as: head shaving and purification; investiture with the sacred thread before the havan; teaching of the Gayatri mantra; giving of the secret name by the father; exchange of vows; giving of advice by the priest.

At least **four** features will be described to reach level 4.

Other approaches are possible and must be rewarded accordingly.

- 11(b)** Level 4 answers are likely to use such reasons as: it is one of the accepted paths to moksha; it is the most popular path followed by the majority of Hindus today; it is proclaimed in the Bhagavad Gita as the path which leads most directly to enlightenment; for many Hindus it subsumes other paths and is a way which may be followed by anyone irrespective of intellectual, social or religious background.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 12(a)** Level 4 answers are likely to refer to such teachings as: the recognition of different paths as ways towards enlightenment; the emphasis of the Gita on bhakti and the revelation of Lord Krishna; the importance of selfless action as basic to all paths; moksha as the final goal of all Hindu paths and as the goal of life.

At least **two** beliefs should be outlined to reach level 4.

Other approaches are possible and must be rewarded accordingly.

- 12(b)** Level 4 answers are likely to use such reasons as: they are part of the sacred literature regarded as Sruti and therefore as authoritative for all orthodox Hindus; they contain the wisdom of the rishis, and are particularly important as providing the framework for key Hindu ideas such as the ultimate reality (Brahman) and the soul (atman); their teachings have influenced the main philosophical schools, and particularly the teachings of Advaita Vedanta.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 13(a)** Level 4 answers are likely to refer to such teachings as: ahimsa is one of the key moral values of Hindu dharma; it includes both the negative value of harmlessness as well as the positive virtue of seeking what is good for others and respecting all living creatures; it expresses itself in a variety of Hindu practices, such as vegetarianism and cow protection; it has been widely embraced as a key value by many modern Hindus and by non-Hindus.

At least **two** beliefs should be outlined to reach level 4.

Other approaches are possible and must be rewarded accordingly.

13(b) Level 4 answers are likely to refer to such reasons as: it is the most important law code for orthodox Hindus; the laws cover most important aspects of Hindu moral and religious practice, such as the operation of the caste system; they are still highly influential and authoritative in shaping modern Hindu practice, though they are not sruti.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

14(a) Level 4 answers are likely to give an outline of such stories as Rama's relationship with Sita; his journey into exile; the capture of Sita; his defeat of Ravana; his return in triumph (e.g. dealing with such aspects as the return to Ayodhya, the people coming out to meet Him, the use of the clay lamps to guide Him home, the procession).

14(b) Level 4 answers are likely to use such reasons as: he helped to synthesise some of the key ideas of the Upanishads; he taught the principle of non-dualism which has been basic to the development of different Hindu schools of thought; his ideas continue to influence modern Hindu thought; he is regarded as the key thinker in the development of Vedanta philosophy, even though his ideas have been changed and developed by others.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

15(a) Level 4 answers are likely to describe such visible features as: the murti; the pujari; ceremonies, e.g. aarti; forms of decoration, e.g. garlands. Answers which focus on **one** of these visible aspects, e.g. the variety of images, should also be rewarded accordingly.

At least **four** distinctive features should be described to reach level 4.

15(b) Level 4 answers are likely to use such reasons as: it is closely linked in traditional stories with Lord Shiva; it is a most important place of pilgrimage for many Hindus; particular places along its banks are regarded as particularly sacred, eg Varanasi; it is regarded as sacred, and the goddess Ganga is worshipped by some Hindus; its waters are regarded as having special properties, so that immersing the dead in the river, with appropriate rituals, ensures the speedy transition of the soul towards moksha.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

Islam

- 16(a)** Level 4 answers are likely to outline at least **four** such points as: preparation, which may include wudhu and niyyah; actions, which will refer to the performance of the rakahs; words, which will refer to the passages from the Qur'an; and context, which will refer to such matters as facing the qiblah.

Other approaches are possible and should be rewarded accordingly.

- 16(b)** Level 4 answers are likely to use reasons such as: it is an opportunity to give thanks for the successful completion of the fast during Ramadan; it is an opportunity to put into practice some of the lessons of the fast by giving to charity; it is an opportunity to share a celebration with family and close friends; it completes the obligation to fulfil one of the 5 pillars of Islam.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 17(a)** Level 4 answers are likely to refer to such actions as: they place it on a high shelf above all other books; they keep it clean by covering it with a cloth; they wash before handling it; they concentrate when reading it; they avoid putting it on the floor; they strive to follow the straight path of its teaching.

At least **four** such points should be described to reach level 4.

Other approaches are possible and must be rewarded accordingly.

- 17(b)** Level 4 answers are likely to use such reasons as: they help Muslims to make judgements about contemporary issues which are not specifically covered in the Qur'an, Hadith or Shari'ah; they apply the important principles of analogy and consensus in arriving at their decisions; they represent the ongoing development of the body of Islamic law; they provide a democratic and communal means of deciding what is appropriate for Muslims living in the modern world and in different contexts.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

- 18(a)** Level 4 answers are likely to refer to such points as: they give 2.5% of their residual wealth to charity; the amount is calculated on the basis of what remains after they have seen to their own needs and the needs of their families; today, donations are often given through the mosque; they are often given at a specific point in the year.

18(b) Level 4 answers are likely to give examples and to use such reasons as: they are usually concerned with behaviour which is specifically forbidden in the Qur'an; they are defined as haram in the shari'ah; they often involve actions which will prevent a Muslim from following the straight path of Islam; some actions which are haram may be seen as more serious, and therefore punishable, than others.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

19(a) Level 4 answers are likely to refer to such points as: the life and property of every Muslim is to be treated as a sacred trust; the prohibition of riba; rights and obligations of married couples; a warning that shaytan will try to divert Muslims from the worship of Allah; all people to be treated equally and racial distinctions to be set aside; observe the pillars; there will be no new messenger; his legacy of the Qur'an and the sunnah.

At least **four** such points should be referred to, to reach level 4.

19(b) Level 4 answers are likely to use such reasons as: they are regarded by Sunni Muslims as the rightful leaders of the community following the death of the Prophet; they are regarded as particularly pious and noble; they were elected by the community; they had been with the prophet and were therefore familiar with his teaching and example; their guidance and leadership of the community carried the authority of the blessings of the Prophet; this line of succession distinguishes Sunni from Shi'a Islam.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

20(a) Level 4 answers are likely to refer to such points as: the address and khutbah given by the imam at Friday prayers teaches the community about the Qur'an and Islam; the madrasah provides basic Islamic education for the young; courses may be run for those who wish to study the Qur'an; the mosque often has a library so that individuals can learn about their religion from approved sources.

At least the first **two** points and a third point must feature in level 4 answers.

20(b) Level 4 answers are likely to use such reasons as: the pilgrimage is seen by Muslims as a spiritual journey; it is obligatory on all Muslims once in their lifetime if they are able; it is one of the 5 pillars of Islam and therefore an act of worship to Allah; it is linked with the prophets and therefore enjoys the blessings of Allah; unless the journey is done with the right intention, it has no value.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

Judaism

21(a) Level 4 answers are likely to refer to such points as: a period of fasting and repentance for a whole day; emphasis on synagogue worship, with particular examples such as Kol Nidrei; specific requirements such as those relating to dress; particular prayers and readings from the Torah; sounding of the shofar to conclude.

21(b) Level 4 answers are likely to use such reasons as: it contains the Sifre Torah, which is the most important part of the Jewish Scripture; worship is structured around the Torah, especially when it is read and the rabbi teaches from it; above the Aaron Hakodesh is the ner tamid which also focuses attention on the scrolls of the Torah as giving light to the Jewish community.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

22(a) Level 4 answers will refer specifically to the teaching role of the rabbi, especially in relation to explaining the Torah and urging the congregation to follow the Mitzvot. They may also refer to such other points as: other roles in relation to the leadership of worship; counselling and spiritual support of the community; representation of the community in public matters.

The teaching role and at least one other point must be outlined for level 4.

22(b) Level 4 answers are likely to use such reasons as: most Jewish people believe it is essential to maintain the traditions which have been handed down within the community; most Orthodox Jews believe that traditions must be preserved in the correct form and not changed, otherwise the community will tend to assimilate to the ways of non-Jews and so lose their true faith; many Reform Jews believe that the traditions are important, but that they must be adapted to life in the modern world, otherwise the Jewish religion will decline and seem irrelevant.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

23(a) Level 4 answers are likely to refer to such points as: the sayings of the fathers are mainly concerned with ethical teachings; they emphasise the authority and importance of the oral law; they contain wise sayings about the nature of true religion and goodness and the spiritual meaning of ethical teachings; examples may be included.

23(b) Level 4 answers are likely to use such reasons as: the Mitzvot relating to the preparation and eating of food are commanded in the Torah; they are regarded, especially by Orthodox Jews, as an essential part of the Jewish way of life; they are regarded as a clear sign of the distinctiveness of Jewish identity; they are one of the factors which encourage Jewish people to live in a close community where the properly prepared food is available.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

24(a) Level 4 answers are likely to refer to such points as: that he is one of the prophets to the Almighty was revealed; he is remembered particularly for his leadership of the Exodus from Egypt and the journey to the promised land; he is also the one who received the Torah and is therefore regarded as the lawgiver; he is believed to have received the text of the Pentateuch.

24(b) Level 4 answers are likely to use such reasons as: he is one of the patriarchs of Judaism; he received the covenant from the Almighty; he is an example of true faith in the Almighty; he particularly emphasised the unity and oneness of the Almighty as the only one who is worthy of worship.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

25(a) Level 4 answers are likely to refer to such points as: the focus of all activities in the synagogue is the Torah; the synagogue is used at particular times to study and discuss the teachings of the Torah; the Heder is one of the ways in which young people are encouraged to study the Torah; study is one of the three traditional functions of the synagogue.

25(b) Level 4 answers are likely to use such reasons as: all Jewish people have a special affinity with the land of Israel; some Jewish people are committed to the maintenance of the state of Israel as a secure homeland and bulwark against persecution, and as the modern embodiment of the promised land; other Jewish people may make a distinction between the spiritual importance of the land, and the policies of the Israeli government.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

Sikhism

26(a) Level 4 answers are likely to outline the founding of the Khalsa and to refer to aspects of the story of that event, such as: Guru Gobind Singh; the summons to the tent; the panj piare; the investiture with the symbols and the anointing with amrit.

26(b) Level 4 answers are likely to refer to such reasons as: it is regarded by Sikhs as the living Guru, and treated as such; its elevated place in the gurdwara is an indication of its importance; Sikh worship includes the singing of verses from the Guru Granth Sahib; Sikhs prostrate themselves before the Guru Granth Sahib to acknowledge its authority.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

27(a) Level 4 answers are likely to refer to such points as: the essential role is reading the Guru Granth Sahib in public worship; generally, the role also entails caring for the Holy Book and performing the necessary rituals associated with it; a granthi may act as the custodian of the gurdwara; he/she may also teach children to read the Guru Granth Sahib and to write in Gurmukhi; the granthi is an appointee of the community and may carry out any other assigned duty.

27(b) Level 4 answers are likely to use such reasons as: it provides a summary of the belief and conduct expected of a Khalsa Sikh; it deals with matters which are important for all Sikhs, such as the conduct of worship and the observance of rites of passage; it also prescribes a formal ethical code and rules in relation to dress and food; it carries the authority of a recognised leadership in the Punjab; it has helped to introduce an element of uniformity in Sikhism.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

28(a) Level 4 answers are likely to refer to such points as: it represents the principle of service to other people; in its narrower sense it may refer to particular actions, such as serving langar, within the gurdwara; by extension, it includes any act of service to the community and to humanity; it is one of the virtues which makes a Sikh gurmukh.

28(b) Level 4 answers are likely to use reasons such as: the meaning of the symbolism indicates its importance in Sikh spirituality; it points to the role of a Sikh in the world as a saint-soldier; it reminds Sikhs of the importance of striving for justice and peace by all lawful means; it combines the principles of miri and piri, by which temporal and spiritual authority are brought together; the chakkar (circle) symbolises the unity of God.

29(a) Level 4 answers are likely to refer to such points as: Guru Nanak bathing in the river; his disappearance and the search for him; his reappearance; his report of his experience at the court of God; and of his call to teach others.

29(b) Level 4 answers are likely to use reasons such as: he is recognised as the first in the line of the ten Gurus; his message repudiated aspects of the religion of his time, and proclaimed a devotion to God alone; while he was Guru he initiated some of the beliefs and practices which make Sikhism a distinctive spiritual path, different from others; his unique personality and saintly life serve as a guide and inspiration to later generations.

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

30(a) Level 4 answers are likely to refer to such points as: food is served free of any charge; food is prepared and served by the community as an act of sewa; the food served is vegetarian; it is offered to any visitor, provided that they respect the community and avoid giving offence.

30(b) Level 4 answers are likely to use such reasons as: Guru Nanak is said to have meditated in the place where the Golden Temple now stands; the importance of Amritsar centres on the Darbar Sahib and the buildings which surround it, which in turn symbolise the temporal and spiritual authority within Sikhism; although pilgrimage is not a formal aspect of Sikhism, visitors from all over the world come to meditate and hear the reading of the Guru Granth Sahib; otherwise Amritsar is a major commercial city and is associated with important historical events, such as the Amritsar massacre (1919).

At least **two** reasons must be developed to reach level 4.

Other approaches are possible and must be rewarded accordingly.

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

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