

# IGCSE

## Religious Studies

Sample Assessment  
Materials (SAMs)

### Edexcel IGCSE in Religious Studies (4RS0)

First examination 2011



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#### *Acknowledgements*

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# Introduction

This sample assessment material has been prepared to support the specification.

The aim of this material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examinations.



# Sample question paper

Paper 1

7





Centre No.						Paper Reference						Surname	Initials	
Candidate No.						4	R	S	0	/	0	1	Signature	

Paper Reference(s)

**4RS0/01**

# Edexcel IGCSE

## Religious Studies

### Paper 1

Sample Assessment Material

Time: 2 hours 30 minutes

Examiner's use only

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Team Leader's use only

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Question Number	Leave Blank
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**Materials required for examination**

Nil

**Items included with question papers**

Nil

### Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initials and signature. Check that you have the correct question paper.

You must attempt both Part 1 and Part 2. Answer **ONE question from EACH of the four sections in Part 1, and any TWO questions from Part 2.** Write your answers in the spaces provided in this question paper. Do not use pencil. Use blue or black pen.

Indicate which question you are answering by marking the box (⊗).

If you change your mind, put a line through the box (⊗) and then indicate your new question with a cross (⊗).

### Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (2).

You must attempt both Part 1 and Part 2.

#### Part 1: Beliefs and Values

There are four sections in this part of the question paper. Answer **ONE question from EACH section.**

#### Part 2: The Religious Community

There are 18 questions in this part of the question paper. Answer **any TWO questions.** The spaces for answering both of these questions follow the full list of questions for Part 2.

The total mark for this paper is 130.

There are 36 pages in this question paper. Any blank pages are indicated.

### Advice to Candidates

You should spend about **1 hour and 30 minutes on Part 1** and about **1 hour on Part 2.**

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**PART 1: BELIEFS AND VALUES**

**There are four sections in this part of the question paper. Answer ONE question from EACH section.**

**Section A: The universe, human beings and their destiny**

**Answer ONE question from this section.**

**EITHER QUESTION 1**

1. (a) What is **resurrection**? (2)
- (b) Outline non-religious ideas about how far human beings can exercise freewill. (5)
- (c) Explain why some people believe that ignorance is the root cause of human wrongdoing. (8)
- (d) “Animals do not have 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** named religion. (5)

Q1

**(Total 20 marks)****OR QUESTION 2**

2. (a) What is **sin**? (2)
- (b) Choose **one** religion and outline its beliefs about the origin and purpose of the universe. (5)
- (c) Explain why some people are physicalists. (8)
- (d) “Religious people should stop believing in an afterlife.”
- 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** named religion. (5)

Q2

**(Total 20 marks)**

Indicate which question you are answering by marking the box (☒). If you change your mind about your answer, put a line through the box (☒) and then indicate your new question with a cross (☒).

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**Section B: Ultimate reality and the meaning of life**

**Answer ONE question from this section.**

**EITHER QUESTION 3**

3. (a) What is religious **conversion**? (2)
- (b) Outline religious beliefs about the ultimate reality which do not include reference to God. (5)
- (c) Explain why the existence of suffering in the world may lead some people to reject belief in God. (8)
- (d) “A society which really cared about the terminally ill would permit euthanasia.”  
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** named religion. (5)

**(Total 20 marks)**

**Q3**

**OR QUESTION 4**

4. (a) Give **two** examples of **moral evil**. (2)
- (b) Choose **one** religion. Outline its teachings about the sanctity of life. (5)
- (c) Explain how life can have meaning and purpose for non-religious people. (8)
- (d) “God is the only possible cause of the universe.”  
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** named religion. (5)

**(Total 20 marks)**

**Q4**

**Indicate which question you are answering by marking the box (☒). If you change your mind about your answer, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen Question Number:    **Question 3** ☒                      **Question 4** ☒

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### Section C: Relationships, families and children

Answer **ONE** question from this section.

#### EITHER QUESTION 5

5. (a) What is **celibacy**? (2)
- (b) Outline non-religious attitudes to adultery. (5)
- (c) Explain, with examples, how family life is changing. (8)
- (d) “Religious people should just accept that divorce is part of modern life.”
- 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** named religion. (5)
- (Total 20 marks)**

Q5

#### OR QUESTION 6

6. (a) Give **two** examples of the **rights of children**. (2)
- (b) Choose **one** religion. Outline its teachings about the purposes of human sexuality. (5)
- (c) Explain why some religious people are opposed to genetic engineering as a means of supporting successful conception. (8)
- (d) “Parents do not need to be married in order to bring up children successfully.”
- 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** named religion. (5)
- (Total 20 marks)**

Q6

**Indicate which question you are answering by marking the box (☒). If you change your mind about your answer, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen Question Number: **Question 5** ☒                      **Question 6** ☒

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**Section D: Rights, equality and responsibilities**

**Answer ONE question from this section.**

**EITHER QUESTION 7**

7. (a) What is **equality before the law**? (2)
- (b) Choose **one** religion. Outline attitudes within this religion to proselytisation. (5)
- (c) Explain how the ideal of charity can be applied to relationships between rich and poor. (8)
- (d) “Women should have equal rights in religious communities.”
- 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** named religion. (5)

**(Total 20 marks)**

**Q7**

**OR QUESTION 8**

8. (a) What is a **disability**? (2)
- (b) Outline **both** the benefits **and** the problems of a multi-ethnic society. (5)
- (c) Explain why religious freedom is an important human right. (8)
- (d) “There will always be conflict in a society which contains more than one religion.”
- 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** named religion. (5)

**(Total 20 marks)**

**Q8**

**TOTAL FOR PART 1: 80 MARKS**

Indicate which question you are answering by marking the box (☒). If you change your mind about your answer, put a line through the box (☒) and then indicate your new question with a cross (☒).

Chosen Question Number: Question 7  Question 8

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## PART 2: THE RELIGIOUS COMMUNITY

There are 18 questions in this part of the question paper. Answer any TWO questions.

### Section A: Buddhism

9. (a) Outline **two** of the main teachings of the Tripitaka. (10)
- (b) Explain why the Dhammapada is important for Buddhists. (10)
- (c) “It is impossible for people living in a modern, industrial society to follow the Noble Eightfold Path.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. (5)
- (Total 25 marks)**

Q9

10. (a) Outline how Buddhists today may follow the example of **one** of the Bodhisattvas. (10)
- (b) Explain why, according to the Buddha, suffering exists in the world. (10)
- (c) “Suffering is only a small part of most people’s lives.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Buddhism**. (5)
- (Total 25 marks)**

Q10

11. (a) Outline ways in which Buddhists may follow the Five Precepts. (10)
- (b) Explain why the five additional precepts are important for Buddhists today. (10)
- (c) “Following the five additional precepts would take all the fun out of life.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. (5)
- (Total 25 marks)**

Q11

**Section B: Christianity**

12. (a) Outline ways in which Christians may show the Christian principle of love. (10)

(b) Explain how Jesus interpreted the Ten Commandments in the Sermon on the Mount. (10)

(c) “People need definite rules, which tell them exactly what they should not do.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Christianity**.

(5)

Q12

**(Total 25 marks)**

13. (a) Outline ways in which Christians celebrate Easter. (10)

(b) Explain why the celebration of the Eucharist is important in Christianity. (10)

(c) “There is too much emphasis on the Eucharist in Christian worship today.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view.

(5)

Q13

**(Total 25 marks)**

14. (a) Describe the external appearance and **three** significant internal features of a local place of Christian worship. (10)

(b) Explain why **one** place of pilgrimage, other than Bethlehem or Jerusalem, is significant for Christians. (10)

(c) “Christian communities could not exist without a local place of worship.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view.

(5)

Q14

**(Total 25 marks)**

**Section C: Hinduism**

15. (a) Outline the influence of Ramanuja on the development of Hindu ideas. (10)

(b) Explain why Krishna is a significant figure for Hindus. (10)

(c) “Worship is more important than meditation for most religious people.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Hinduism**. (5)

**Q15**

**(Total 25 marks)**

16. (a) Outline, with examples, how a Hindu may observe the five yamas. (10)

(b) Explain why ahimsa is important in Hinduism. (10)

(c) “Ahimsa can never be more than an ideal.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. (5)

**Q16**

**(Total 25 marks)**

17. (a) Outline ways in which images of deities may be treated in a temple. (10)

(b) Explain why the sacred thread ceremony is important for many Hindus. (10)

(c) “A religious person’s only debt is to God and his religious teachers.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Hinduism**. (5)

**Q17**

**(Total 25 marks)**



**Section D: Islam**

18. (a) Outline the role of the Ulema. (10)

(b) Explain why the Sunnah of the Prophet is important in Islam. (10)

(c) “It is impossible to follow the example of a religious leader all the time.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Islam**.

(5)

Q18

(Total 25 marks)

19. (a) Outline rituals associated with marriage in Islam. (10)

(b) Explain why the Jum’a prayers are important in Islam. (10)

(c) “Followers of a religion need to be able to worship and pray together.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Islam**.

(5)

Q19

(Total 25 marks)

20. (a) Outline what takes place at Makkah during the hajj. (10)

(b) Explain why the mosque has an important role in Islam. (10)

(c) “There are more important things for religious people to do than go on a pilgrimage.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Islam**.

(5)

Q20

(Total 25 marks)

**Section E: Judaism**

21. (a) Outline those parts of Abraham’s life which showed his faith in the Almighty. (10)

(b) Explain why Maimonides is important in the development of Judaism. (10)

(c) “It may not always be right to obey the Almighty’s commands.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. (5)

**(Total 25 marks)**

**Q21**

22. (a) Outline ways in which the Jewish way of life may be maintained in the home. (10)

(b) Explain why Shabbat is important in Judaism. (10)

(c) “Dietary laws do not matter.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Judaism**. (5)

**(Total 25 marks)**

**Q22**

23. (a) Outline ways in which Jewish communities use the synagogue. (10)

(b) Explain, with examples, why symbols are important in the synagogue. (10)

(c) “Religious people do not need rituals to help them to worship the Almighty.”  
Do you agree?  
Give reasons for your opinion, showing that you have considered another point of view. (5)

**(Total 25 marks)**

**Q23**

**Section F: Sikhism**

24. (a) Outline ways in which the Guru Granth Sahib influences the everyday lives of Sikhs. (10)

(b) Explain why both actions and meditation are important in the Sikh way of life. (10)

(c) “The only thing that matters in life is how we treat other people.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Sikhism**. (5)

**Q24**

**(Total 25 marks)**

25. (a) Outline what happens at a Sikh wedding. (10)

(b) Explain why Baisakhi is important in Sikhism. (10)

(c) “Wearing religious symbols or dress only creates barriers between people.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to **Sikhism**. (5)

**Q25**

**(Total 25 marks)**

26. (a) Outline different attitudes to pilgrimage in Sikhism. (10)

(b) Explain how the gurdwara plays an important role in the Sikh community. (10)

(c) “Going through the Amrit ceremony makes you a proper Sikh.”

Do you agree?

Give reasons for your opinion, showing that you have considered another point of view. (5)

**Q26**

**(Total 25 marks)**

**TOTAL FOR PART 2: 50 MARKS**

**Indicate which question you are answering by marking the box (☒). If you change your mind about your answer, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen Question Number:

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| Question 13 | <input type="checkbox"/> | Question 14 | <input type="checkbox"/> | Question 15 | <input type="checkbox"/> | Question 16 | <input type="checkbox"/> |
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**Indicate which question you are answering by marking the box (☒). If you change your mind about your answer, put a line through the box (☒) and then indicate your new question with a cross (☒).**

Chosen Question Number:

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# Sample mark scheme

General marking guidance

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Paper 1

47



## General Marking Guidance

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





## Paper 1

**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"> <li>The body is brought back to life after death.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Body brought back to life</li> <li>Being brought back to life after death.</li> </ul> <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
1(b)	<p>Level 3 answers are likely to refer to at least two such ideas as: non-religious people do not have to consider the implications of religious teachings like predestination or God's omnipotence/omniscience for belief in freewill; some non-religious people believe in complete freedom of the human will, based on philosophical arguments and our awareness of being able to choose freely between different courses of action; some non-religious people believe that, unless human beings can exercise freewill, there can be no such thing as moral responsibility; some non-religious people believe that determinism means that human beings do not have freewill, or only have it to a limited extent.</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 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 use two such reasons as: (some religious people believe that) religious teachings, and the insights and support which come from religious belief/membership of a religious community, are necessary, in order to appreciate our responsibilities to others fully, and to carry them out (and they may refer to specific teachings from the religion(s) studied); some people come from family backgrounds in which they were not taught the difference between right and wrong, or did not receive adequate moral education at school; economic and/or social deprivation may have prevented some people from developing awareness of their responsibilities to others; some people may have personality problems, so they cannot distinguish right from wrong, even if they have been told.</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.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether animals have rights.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that human beings, as the superior/ dominant species, have the right to give priority to their needs, and to treat animals in any way they wish, <b>with the view(s)</b> that animals, even if they are used to serve human needs, have certain basic rights, while being the superior/dominant species carries responsibilities (for the well-being of other living things) as well as rights.</p> <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 <b>named</b> 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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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"> <li>Behaviour which is against the law of God.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Behaving in a way that offends God.</li> </ul> <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, based on <b>Islam</b>, are likely to refer to at least two such beliefs as: the universe (and all it contains) was created by God; God continues to sustain and govern it; there were no constraints on God's creative activity, and he assigned to the things he created whatever nature and role he chose for them; human beings, as God's khalifah, have been given control of the planet on God's behalf; they must rule it responsibly, and will be judged according to their conduct.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	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 use two such reasons as: we can only be certain of the existence of things we know about through our senses, and such knowledge is limited to the physical world; a physicalist account of the universe is simpler than those that involve religion, or a spiritual dimension to life, and does not go beyond the available evidence; as there is no definite scientific evidence for their existence, those who believe in God, or the human soul, do so as a result of faith and hope, not facts; there is every reason to believe that the mind is no more than the brain, so even mental events/states can be explained in physical terms.</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.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether religious people should stop believing in an afterlife.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many religious people believe in the existence of an afterlife on the basis of religious teachings (and they may refer to specific teachings from the religion(s) studied), which, for some, may be reinforced by evidence from psychical research and (reports of) paranormal experiences, <b>with the view(s)</b> that there is no incontestable scientific proof of an afterlife, while teachings about the afterlife differ both among and within religions.</p> <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 <b>named</b> 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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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"> <li>An experience which changes a person's whole outlook on life and religious belief.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>A change of religion.</li> </ul> <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 refer to at least two such beliefs as: there are many gods, responsible for different aspects of the world, and who are accessible to human beings, rather than one all-powerful and remote God, who created the universe from nothing; there is no evidence that the universe has any particular purpose, or that there is a loving God with a purpose for each individual human being; speculation about ultimate reality and the existence of God distracts people from what should be their main concern: ending suffering.</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 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 use two such reasons as: if God is benevolent, all-powerful and all-knowing, it is hard to see why he does not use his unlimited powers to stop suffering; if such a God created the world, it is hard to see why he created one which he knew would contain suffering; it is hard to see why God allows the good/innocent to suffer as well as the wicked; the reasons that religious people give to explain the existence of suffering in the world are unconvincing.</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
3(d)	<p><b>The issue is whether a society which really cared about the terminally ill would permit euthanasia.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, to reduce suffering and/or in the interests of individual responsibility and freedom, euthanasia should be available (at least) to those who are terminally ill and/or whose quality of life is extremely poor, <b>with the view(s)</b> that: euthanasia goes against religious teachings that God gives life, and so should decide when it ends; terminally ill people may feel pressurised by their families, awareness of using up precious medical resources, or the hopelessness of their condition, to end their lives, against their true inclinations; medical advances are taking place all the time, so an apparently terminally ill person may miss out on the chance of life-saving treatment.</p> <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 <b>named</b> 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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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"> <li>Any <b>two</b> correct examples, such as violence, torture or theft.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Any <b>one</b> correct example.</li> </ul> <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, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such teachings as: according to Jewish law and tradition, human life is sacred; the Book of Genesis teaches that God made human beings in his own image, and it is wrong to end their lives; the sixth commandment forbids unlawful killing.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
4(c)	<p>Level 4 answers are likely to explain how the individual can give meaning/purpose to his/her own life, through his/her own aspirations, achievements and relationships. Therefore, people who do not believe in God/religion can find life, and what it has to offer, just as interesting and worthwhile as those who do. Non-religious people can focus on this life, and making the world a better place, rather than worrying about what is going to happen when they die. They may also point out that talk of the 'meaning and purpose of life' is misleading, as it suggests that there is only one, and that this is provided by believing in God.</p> <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.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether God is the only possible cause of the universe.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, as everything that exists within the universe has a cause, the universe itself must have a (first) cause, and this cause must be an omnipotent being, capable of producing such an effect, and we call this being God, <b>with the view(s)</b> that: the fact that the law of cause and effect operates within the universe does not mean that the universe as a whole requires a (external) cause; the concept of an infinite regress of causes is not self-contradictory, so it is not necessary for there to be a first cause, to start the series of causes; we do not need to look for the origin of the universe outside the universe itself; if the universe requires a cause, then so, too, does God.</p> <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 <b>named</b> 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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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"> <li>Remaining unmarried and having no sexual relationships.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Not having sex.</li> </ul> <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 refer to at least <b>two</b> such attitudes as: some non-religious people believe that, although they did not make their marriage vows before God, they have entered freely into a lifelong union, and should not commit adultery; some non-religious people believe that they should not break their marriage vows because doing so would make their marriage partner unhappy; some non-religious people believe that, as they did not make their vows before God, there is no reason to give up the chance of happiness because of promises made in the past, even if this causes distress; some non-religious people believe that, if one or other partner prefers somebody else, the marriage is over anyway.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	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 explain, using at least 3 examples, how changes in society, the role of women in society and the family, and relations between men and women have led/are leading to changes in the nature of family life. They may refer to such changes as: the increase in the number of non-traditional families, including one-parent families (with an unmarried or divorced parent) and families where both parents are of the same sex; the increase in the number of remarriages and reconstituted families; the increase in the number of families where both parents work, and need childcare arrangements (whether from family members or professional sources), which may mean greater involvement in children's upbringing by grandparents; in some societies, the increasing number of children who continue to live at home after graduating/getting a job, because of rising housing costs.</p> <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.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether religious people should just accept that divorce is part of modern life.</b></p> <p>Level 4 answers are likely to <b>contrast the view(s)</b> that religious people should accept divorce, which has become part of modern life, as society now recognizes that people should be able to bring unhappy and unsatisfactory marriages to an end, <b>with the view(s)</b> that many religious people regard marriage as a lifelong, God-given union, so that acceptance of divorce would involve compromising their religious beliefs.</p> <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 <b>named</b> 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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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"> <li>Any <b>two</b> correct examples, such as protection under the law, protection from abuse and the right to education.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Any <b>one</b> correct example.</li> </ul> <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, based on <b>Christianity</b>, are likely to refer to at least two teachings about the purposes of human sexuality, such as: it is to enable human beings to reproduce, so that they can create a Christian family; it is a means of strengthening the relationship between a (married) couple, which helps them to develop and sustain loving attitudes towards each other; it was instituted by God as a source of joy and pleasure to his human creatures. Answers may refer to the teachings of particular Christian denominations.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	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 use two such reasons as: some religious people believe that it is for God to decide whether or not sexual relationships will produce children (and they may refer to specific teachings from the religion(s) studied); there are religious (and moral) objections to some forms of treatment (and they may refer to specific teachings from the religion(s) studied); some religious people believe that it is wrong that the costs of such treatments prevent those who are poor from using them.</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.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether parents need to be married in order to bring up children successfully.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that there is no reason, in principle, why unmarried parents (whether a heterosexual or homosexual couple, or a single parent) should not be able to bring up children successfully, and there are examples of unmarried couple/parents who have done so (which may include examples from candidates' own experience), <b>with the view(s)</b> that many religious people believe that marriage is a sacrament or a divine institution, and that it is in children's interests (including their spiritual interests) to be brought up within it, and/or that many non-religious people believe that marriage (and two parents) provides a more stable and satisfactory environment for bringing up children than the alternatives (again, candidates may use examples from their own experience).</p> <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 <b>named</b> 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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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"> <li>A person's right to fair and equal treatment and protection under the law.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Being treated like everyone else by the law.</li> </ul> <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, based on <b>Hinduism</b>, are likely to refer to at least two such attitudes as: Hinduism does not claim to have a unique religious revelation, and generally Hindus do not promote their religion as the only path to religious truth, or proselytise; it teaches religious freedom and toleration of other religions, and many Hindus accept that these contain valuable teachings and insights; however, some Hindus believe that the Hindu dharma is the only full path to final liberation.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-4	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
7(c)	<p>Level 4 answers are likely to explain that those who are rich (whether religious or non-religious) can show their love/concern for other human beings by sharing their wealth with those who are poor. Religious people can ensure that they carry out the teachings of their religion about being charitable by helping the poor in their own society and elsewhere in the world, while people (whether religious or non-religious) in developed countries, who are comparatively rich, can help those in less developed countries by individual giving, working for charities, and calling for increased overseas aid. The governments of developed countries can help less developed countries by increasing overseas aid and cancelling debt.</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.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether women should have equal rights in religious communities.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that some religions/religious groups hold that women should not have equal rights in religion and/or society, and women do not have equal rights in these religious communities (and they may refer to specific teachings or examples from the religion(s) studied), <b>with the view(s)</b> that other religions/religious groups hold that women should have equal rights in religion and/or society, and women do have equal rights in these religious communities (and they may refer to specific teachings or examples from the religion(s) studied), and that what happens in religious communities does not necessarily have any relevance to how women are treated in society.</p> <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 <b>named</b> 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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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"> <li>A physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Having a handicap that prevents a person doing certain things.</li> </ul> <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>Answers are likely to refer to such <b>benefits</b> as: the opportunities to meet, and make friends with, people from different races and cultures; the opportunities to learn about other races and cultures and their history and values; the opportunities to experience, and enjoy variety in, for example, music, literature and food; the opportunity to celebrate diversity and to learn how to co-exist; and such <b>problems</b> as: cultural differences causing conflict; if there is a dominant culture, associated with one ethnic group, the minority ethnic group(s) feeling that their culture is insufficiently valued; differences/disputes about housing and the way education and other services cater for the different ethnic groups; exploitation of ethnic and cultural differences for political purposes.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>The question is about <b>both</b> benefits and problems, so Level 3 answers <b>must</b> refer to at least <b>two</b> benefits and <b>one</b> problem, or <b>two</b> problems and <b>one</b> benefit.</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
<b>8(c)</b>	<p>Level 4 answers are likely to use two such reasons as: religious beliefs are of fundamental importance to those who hold them, so people should be free to hold whatever religious beliefs they choose; without religious freedom, people cannot worship God/follow their religious practices freely; people's ethical code is often based on their religious beliefs, so, without religious freedom, they cannot do what they consider right; without religious freedom, it is impossible to create a successful multi-faith society.</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.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-4	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether there will always be conflict in a society which contains more than one religion.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that there are multi-faith societies where there is, or has been, conflict, as a result of religious differences (whether or not in combination with cultural and/or ethnic differences), and/or that conflict is likely if there are significant differences in belief and practice (and they may give examples), <b>with the view(s)</b> that: there are successful multi-faith societies (and they may give examples); there are multi-faith societies where conflicts have been resolved (and they may give examples); if the religious communities that comprise the multi-faith society followed their own religious teachings, they would be able to resolve any conflicts.</p> <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 <b>named</b> 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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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 at least two such teachings from the Tripitaka as: the teachings about how the Buddha descended to the world to teach human beings in The Sutta Pitaka (Teaching Basket); the teachings about the Buddha's previous lives in The Sutta Pitaka; the explanations of the Buddha's teachings, including discussion of nibbana, in the The Abhidhamma Pitaka (Higher Teaching Basket).</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
9(b)	<p>Level 4 answers are likely to use two such reasons as: it is the Way of Virtue, which contains the Four Noble Truths and the Noble Eightfold Path; it is part of <i>The Tripitaka</i>, and carries all the authority of the Buddha; it is accepted by all Buddhists as the guide for the ideal life.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	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><b>The issue is whether it is possible for people living in a modern, industrial society to follow the Noble Eightfold Path.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that life in a modern industrial society encourages selfishness and materialism, and so makes it difficult to follow the Noble Eightfold Path (for example, to find a job that is consistent with ‘perfect livelihood’, or a lifestyle consistent with ‘perfect behaviour’), <b>with the view(s)</b> that, although it is a severe challenge, it is achievable, and there is no type of society in which following the Noble Eightfold Path is more important: for example, being charitable and helping the sick in a society where the needs of the poor and sick may be ignored.</p> <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 <b>Buddhism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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 refer to <b>one</b> named Bodhisattva, such as Avalokitesvara, and then outline at least three ways in which Buddhists today may follow his example, such as: feeling pity for those who suffer; promising to remain in samsara until all have received enlightenment; sharing the knowledge they have with the world; being friendly in the words they use to others.</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
10(b)	<p>Level 4 answers are likely to use two such reasons as: suffering comes from dukkha, or the painful nature of life, which is always present in existence; every life carries kamma from previous lives, so there is something wrong with every life; selfishness and greed are the result of desire, which is the root cause of suffering in the world; human beings refuse to accept the reality of the impermanent and unsatisfactory nature of life.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	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><b>The issue is whether suffering is only a small part of most people's lives.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, for many people, particularly in developed, western societies, suffering is not a major part of their lives, while many people (religious and non-religious), see it, not as defining their lives, but as a challenge to be overcome, <b>with the view(s)</b> that there is widespread suffering (physical and mental) in all societies, and that Buddhist teachings also concern the suffering that arises from ignorance of/refusal to recognise the true nature of things (and they may refer to specific Buddhist teachings).</p> <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 <b>Buddhism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>11(a)</b>	<p>Level 4 answers are likely to refer to at least two ways, such as: some Buddhists may follow the first precept by adopting a vegetarian diet; the second and fourth precepts may be followed by being strictly honest and fair with other people; the third precept may be followed by being faithful to a spouse; the fifth precept may be followed by abstaining from drink or drugs.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>11(b)</b>	<p>Level 4 answers are likely to use two such reasons as: in general, they may help a person to achieve enlightenment, as they teach people not to be greedy or self-indulgent; refraining from handling gold or silver may help to prevent greed from being a problem; refraining from ornaments and perfume may prevent vanity from hindering enlightenment; not watching dancing, singing or drama may enable people to avoid distractions.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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 following the five additional precepts would take all the fun out of life.</p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that following the five additional precepts strictly would rule out many activities which are generally regarded as acceptable and harmless sources of pleasure, entertainment or even cultural enrichment, <b>with the view(s)</b> that they are intended for monks, who have chosen a religious life of self-denial, but that following them would help lay people to avoid self-indulgence and over-consumption.</p> <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 <b>Buddhism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>12(a)</b>	<p>Level 4 answers are likely to refer to at least two such ways of following the example and teachings of Jesus as: sacrificing their own well-being for the sake of others; not responding to aggression and hatred with vengeance; doing charitable works and being generous to the poor; reaching out to those whom society despises or rejects.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>12(b)</b>	<p>Level 4 answers are likely to explain that Jesus focused on people's intentions, and the emotions that underlie wrong actions, as well as on the wrong actions themselves. They will then refer to such specific examples as: he condemned not only murder/killing, as in the sixth commandment, but the anger that can result in killing ('one who is angry with his brother shall be liable to judgement'); and not only adultery, as in the seventh commandment, but the lust and desire that can lead to it ('one who looks at a woman lustfully has already committed adultery with her in his heart').</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether people need definite rules, like the Ten Commandments, to tell them exactly what they should not do.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that it is easier to follow a set of definite ethical rules (and they may refer to examples from the Ten Commandments), particularly those which prohibit certain kinds of behaviour, than to apply a general principle, such as the Christian principle of love, <b>with the view(s)</b> that being a Christian is not just a matter of obeying a set of (negative) commands: it involves treating other people lovingly, and actively seeking to do them good; and that definite rules do not always fit the complex situations in which ethical judgements may have to be made.</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 <b>Christianity</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>13(a)</b>	<p>Level 4 answers are likely to outline at least three such ways as: the special services that take place during Holy Week and on Easter Sunday Morning, which Christians will try to attend; the renewal of baptismal vows; the lighting of the Paschal/Easter candle; the giving and wearing of symbols of new life and resurrection, such as decorated eggs or flowers. Credit will be given to ways associated with particular denominations.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>13(b)</b>	<p>Level 4 answers are likely to use two such reasons as: the Eucharist reminds Christians of Jesus' sacrifice and resurrection, and enables Christians to commemorate them; Jesus instructed his followers to celebrate the Eucharist; it unites worshippers with God, and enables them to express their thanks to him; for some Christians, the bread and wine become, in a mystical way, the body and blood of Jesus.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether there is too much emphasis on the Eucharist in Christian worship today.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that the Eucharist is rightly at the heart of Christian worship (on Sundays), as it commemorates the central events of Christianity (and to refer to specific Christian/ denominational teachings and/or practices), <b>with the view(s)</b> that frequent celebrations of the Eucharist in Christian worship may reduce its significance and impact for worshippers; offer fewer opportunities for preaching and teaching; and mean that there is less room for other types of service, such as morning prayer, which are popular with some (older) Christians.</p> <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 <b>Christianity</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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 describe the external appearance of the local place of worship of one Christian denomination: for example, Anglican, Roman Catholic, Methodist. <b>Any</b> denomination will be accepted, and the fact that there are variations in the design of local places of worship, within Christian denominations, will also be recognised. They will then describe three significant internal features, for example, the altar, pulpit or lectern, and their purpose and use.</p> <p>To reach Level 4, answers must describe <b>both</b> the external appearance <b>and</b> three significant internal features, together with their purpose and use.</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
14(b)	<p>Level 4 answers will name one place of Christian pilgrimage, and then are likely to use two such reason about why it is significant for Christians. For example, answers may name Lourdes, and then use such reasons as: St Bernadette saw a vision of Mary, the mother of Jesus there, and this was later authenticated by the Roman Catholic Church; it has been the site of several miraculous healings; it provides a focus for the faith of millions of Christians from around the world.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	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><b>The issue is whether Christian communities could exist without a local place of worship.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that its place of worship is at the centre of the life of a local Christian community, as it is where worship and a whole range of other activities, from Sunday school to social functions, take place, so it would be difficult to manage without it, <b>with the view(s)</b> that the quality of a local Christian community is determined by its members, not a building, so it would find ways to continue its worship and other activities (and might even be strengthened by the experience).</p> <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 <b>Christianity</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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 refer to at least two ways in which Ramanuja influenced the development of Hindu ideas, such as: he put devotional worship above ascetic meditation; he stressed the importance of God as a personal deity, rather than a distant, impassive figure; he stressed the separation of the soul from God, and argued that the aim of salvation is the unification of the two; he described Vishnu as a caring and merciful god, reflecting Krishna's conversation with Arjuna; he made the Hindu gods more accessible for ordinary Hindus.</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
15(b)	<p>Level 4 answers are likely to use two such reasons as: Krishna is the eighth avatar of Vishnu, and so is the hero of many popular tales in Hinduism; the stories about him show that there are many ways to love God: as a child loves a parent, as one friend loves another, as a citizen loves a wise and just ruler; Krishna shows that God loves those who turn to him; he is a guide and a protector from the world's evils.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	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><b>The issue is whether worship is more important than meditation for most religious people.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that most religious people wish to express their love of/thanks to God (or gods) through worship, and that worship is an essential part of most religions (and they may refer to specific Hindu teachings and/or practices), <b>with the view(s)</b> that meditation is valued by many religious people, as a means of developing and deepening spiritual insights (and they may refer to specific Hindu teachings and/or practices), and that the two are not mutually exclusive.</p> <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 <b>Hinduism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>16(a)</b>	<p>Level 4 answers are likely to refer to at least two such examples as: a Hindu may observe ahimsa by refusing to use violence in a protest; s/he may refuse to gossip about others, as a way of observing satya; by respecting property, s/he may observe asteya; good manners may be a way of observing bramacharya; and modest living of observing aparigraha.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>16(b)</b>	<p>Level 4 answers are likely to use two such reasons as: ahimsa is a reflection of the fundamental Hindu belief in the sacredness of all living things; it provided the means by which Gandhi worked for the liberation of India; it is responsible for the widespread vegetarianism practised in Hinduism.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether ahimsa can ever be more than an ideal.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that ahimsa is a very difficult principle to practise consistently, even for those who are committed to it, and it rules out fighting even in a just war or for a just cause (and they may give examples), <b>with the view(s)</b> that it has been/is practised, even in very testing circumstances (and they may refer to Gandhi or other examples); regarding it as only an ideal deters people from trying to practise it; and, even if it cannot always be practised, the more it is practised, the more the world benefits.</p> <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 <b>Hinduism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>17(a)</b>	<p>Level 4 answers are likely to refer to at least four such ways as: they may be treated as though they were human; in some temples they are awakened, bathed, dressed and garlanded; they are offered puja and food in the morning; after midday puja, they may be given an opportunity to rest; they may be put to sleep in a bedchamber.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>17(b)</b>	<p>Level 4 answers are likely to use two such reasons as: a boy is not a Hindu in his own right until the sacred thread has been laid across his shoulder; it shows that he is old enough to receive spiritual education from his guru; the three strands of the thread are constant reminders of the three debts to God, his parents and ancestors, and the gurus; the thread reminds him that he has been twice born.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether a religious person’s only debt is to God and his religious teachers.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, as the sacred thread samskara indicates, spiritual ‘birth’ and development are more important than physical birth and development (and they may refer to specific Hindu teachings), <b>with the view(s)</b> that, as the sacred thread samskara acknowledges, the individual’s debts to his ancestors and parents, as well as those to God and his teachers, are also important (and they may refer to specific Hindu teachings), and that he is only entitled to salvation after he has paid all of them.</p> <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 <b>Hinduism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>18(a)</b>	<p>Level 4 answers are likely to refer to <b>two</b> such roles as: they help Muslims to decide the right course of action in situations not covered in the Qur'an, Hadith or Shari'ah; they provide an accepted way of settling issues within Muslim communities; they discuss, and try to find consensus, on issues that are undecided.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>18(b)</b>	<p>Level 4 answers are likely to use two such reasons as: the Sunnah is second only to the Qur'an in authority; together with the Qur'an, it is the basis of Islamic law; belief in the Sunnah is part of Islamic faith; as the most important of Allah's prophets, all Muslims should try to follow Muhammad's example.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether even those who are truly religious find it impossible to follow the example of a religious leader at all times.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that a religious leader, such as Muhammad, sets high standards of obedience to Allah, commitment and self-sacrifice (and they may give examples) that other religious people find it impossible to achieve consistently, particularly in societies with predominantly secular values, <b>with the view(s)</b> that there are those who have done/do so (and they may give examples); even if people cannot always do so, it is their duty to try; and it is all too easy to find excuses for not trying.</p> <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 <b>Islam</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>19(a)</b>	<p>Level 4 answers are likely to outline at least three such ceremonies as: the mahr is paid by the groom to the bride before the wedding takes place; the wedding may take place anywhere, but often it is in the home or mosque; the only necessary attendees are the bride, the groom and two adult witnesses, but often far more people attend; the solemn contracts must be signed by both bride and groom in front of witnesses; prayers are said for Allah's blessing on the marriage; passages from the Qur'an are recited; there is a marriage feast for all the guests.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>19(b)</b>	<p>Level 4 answers are likely to use two such reasons as: all Muslim men are expected to attend Friday prayers unless they are unwell or travelling; during the congregational prayers, the believers have the opportunity to listen to a khutba from the imam which provides words of wisdom or comfort; praying together gives a greater sense of community, and strengthens brotherhood; it is a requirement of faith to attend the congregational prayers.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether the members of a religion need to be able to worship and pray together.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, in any religion, worshipping and praying together helps to strengthen the sense of common religious belief and identity, and of brotherhood (and they may refer to specific Islamic teachings), and that this will be particularly important if the religion/religious group is being persecuted or threatened, or is subject to criticism, <b>with the view(s)</b> that what matters most is that the individual is faithful and obedient to Allah, and carries out all his commands unquestioningly.</p> <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 <b>Islam</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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 refer to at least two such activities as: when pilgrims reach the outskirts of Makkah, they will purify their bodies by performing wudu, or having a full bath, before putting on the ihram; they will perform the tawaf around the Ka'bah; they may kiss the black stone; they will pray two rak'ahs at the Station of Ibrahim; they will run seven times between As-Safar and Al-Marwa.</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
20(b)	<p>Level 4 answers are likely to use two such reasons as: the primary importance of the mosque is as a place of prostration; it accommodates the requirement that all male Muslims should attend prayers at the mosque at least once a week; the Prophet saw mosques as being very important (“He who builds a mosque for Allah’s sake, Allah will build for him a house in Paradise.”); the mosque may have many additional functions, such as a school, library, mortuary and so on.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	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><b>The issue is whether there are more important things for religious people to do than go on a pilgrimage.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, in Islam, hajj is one of the Five Pillars, and is a duty for Muslims, while other religions regard pilgrimage as providing valuable opportunities for reflection and spiritual development (and they may refer to examples), <b>with the view(s)</b> that, in Islam, it is only one of the Five Pillars, and Muslims are expected to perform all of them, while, in other religions, pilgrimage is regarded as unimportant, or less important than other duties (and they may refer to examples).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Islam</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>21(a)</b>	<p>Level 4 answers are likely to refer to at least two of the following episodes from Abraham's life: his willingness to obey the Almighty in moving from Ur to Haran and then to Canaan; his acceptance of the Almighty's promise that he would be the father of a great nation, despite his age; his willingness to sacrifice Isaac at the Almighty's command.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>21(b)</b>	<p>Level 4 answers are likely to use two such reasons as: he was the author of the thirteen principles of faith, and so is responsible for the creation of the Jewish daily prayer book (the Siddur); he summed up important aspects of Jewish belief; his statements about Jewish beliefs affect the way that Jewish people respond to moral issues; his principles, such as the thirteenth, that the Almighty will resurrect the dead, are a source of comfort to many Jews.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether it is always right to obey the Almighty's commands.</b></p> <p>Level 5 answers are likely to focus on Abraham's willingness to sacrifice Isaac, in obedience to the Almighty's command, and to <b>contrast the view(s)</b> that faithful followers of the Almighty, particularly if they believe that he is the all-powerful and all-knowing creator of the universe, are right to obey his commands, whatever they may be, <b>with the view(s)</b> that human beings are also rational beings, and should use these powers to test even what they think are the Almighty's commands against accepted ethical standards. They may refer to the Euthyphro dilemma of whether something is right/good because the Almighty commands it, or whether the Almighty commands it because it is right/good.</p> <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 <b>Judaism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>22(a)</b>	<p>Level 4 answers are likely to refer to at least four such ways as: the meal to welcome Shabbat; following Shabbat rules regarding work; following dietary laws; the mezuzah and other symbols; observing festivals such as Pesach.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>22(b)</b>	<p>Level 4 answers are likely to use two such reasons as: Observing Shabbat is commanded in the Torah; it is a day set aside for the Almighty; it recalls the creation of the world; it is a test of a person's faith; it helps to distinguish Jews from non-Jews and to avoid assimilation.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether dietary laws matter.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that Judaism has a range of dietary laws, which Jews must observe, in order to fulfil the requirements of Jewish Law (and they may refer to specific teachings), so they do matter in Judaism, while some other religions also have dietary laws which they (rightly) consider important (and they may give examples), <b>with the view(s)</b> that some religious and non-religious people have dismissed such rules, especially if they are seen as an alternative to, or as getting in the way of, being compassionate and charitable to others (and they may refer to reasons/examples).</p> <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 <b>Judaism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>23(a)</b>	<p>Level 4 answers are likely to outline at least four uses, such as: it is used as a place of prayer; the ark provides a suitable place for the storage of the scriptures; as the name itself suggests, the synagogue is also a meeting place; it is a school where young Jewish people are taught about their faith.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>23(b)</b>	<p>Level 4 answers are likely to use two such reasons as: symbols remind people in the synagogue of important aspects of their faith (for example, the Ner Tamid which is a symbol of the Almighty's omnipresence); symbols are necessary since images are forbidden; symbols are superior to images, because they are less likely to lead to idolatry; symbols are useful for showing those aspects of the Almighty which words alone cannot describe.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether religious people need rituals to help them to worship the Almighty.</b></p> <p>Level 4 answers are likely to <b>contrast the view(s)</b> that rituals are an important aid to worship, as they help the mind to focus on particular aspects of the Almighty or religious beliefs/practices (and they may refer to specific examples from Judaism), but that this does not mean they are the most important, or even an essential element, <b>with the view(s)</b> that there is a danger that rituals can become too obtrusive, and a hindrance to worshipping the Almighty, or even become objects of worship themselves, and they may refer to specific examples/arguments.</p> <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 <b>Judaism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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 at least three such ways as: Sikhs will lead the lives of an honest householder; they will not use unfair means of acquiring wealth; they will be prepared to share the wealth they acquire with others; they will refrain from causing harm to others; they will recognise that all are equal before God.</p> <p>Answers which are based on the daily devotional life of Sikhs should be rewarded according to the levels.</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
24(b)	<p>Level 4 answers are likely to use two such reasons as: Sikhs are not passive spectators but active participants in human affairs; however, they must aim to avoid being selfish or materialistic, and remember to be orientated towards God; too much detachment from the world may lead to spiritual pride; too great an attachment to it may lead to selfishness or greed.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	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><b>The issue is whether the only thing that matters in life is how we treat other people.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that how they treat others, and the effects of the way they conduct their lives on others, are very important to Sikhs, and they may refer to specific teachings, and, in particular, to the principle of sewa, and the way Sikhs apply it in their daily lives, <b>with the view(s)</b> that, for Sikhs, following the teachings of the Gurus means a life of meditation, as well as service, in order to achieve unity with God, and that this applies to religious people generally (and they may refer to specific Sikh teachings and/or to examples from other religions).</p> <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 <b>Sikhism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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
<b>25(a)</b>	<p>Level 4 answers are likely to outline at least four such events as: weddings usually take place in the morning; they are held in front of a copy of the Guru Granth Sahib; bride and groom are joined symbolically, using scarves; the wedding hymn is sung; bride and groom walk clockwise around the Guru Granth Sahib; there is a festive meal in the langar.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
<b>25(b)</b>	<p>Level 4 answers are likely to use two such reasons as: it commemorates the founding of the Khalsa in 1699; it marks the Sikh New Year, and shows the importance of the wheat harvest in the Punjab; it distinguishes the Sikhs, as a group, from Hindus.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether the wearing of religious symbols or dress only creates barriers between people.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that the wearing of religious symbols or dress may be prescribed or encouraged in a religion, so its followers will feel bound to wear them (and they may refer to specific Sikh teachings/practices), and that this is not intended to offend or belittle others, <b>with the view(s)</b> that, whatever the intention, this may be the effect, particularly in multi-cultural/multi-faith societies, where there is a need to create social cohesion/there are tensions between different religious groups (and they may refer to examples).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to <b>Sikhism</b>.</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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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 refer to the following two attitudes. <b>Some Sikhs</b> feel that pilgrimage is unnecessary, and may distract an individual from meditating on the inner presence of God; they feel that pilgrimage is a sign of Hindu superstition and is not part of Sikhism. <b>Other Sikhs</b> feel that pilgrimage follows the practice of Guru Amar Das; they feel that travelling to holy places, such as Amritsar, helps them to focus their thoughts on their faith.</p> <p>The question is about <b>different</b> attitudes, and answers which refer to only <b>one</b> attitude cannot go beyond Level 2.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
<b>Level 2</b>	3-5	For basic relevant knowledge, presented within a limited structure.
<b>Level 3</b>	6-8	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.
<b>Level 4</b>	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 explain that the importance of the gurdwara lies in its being the centre of religious observance and community life for Sikh communities. They will then give examples of religious and other activities that take place there: it is where kirtan is performed; it is where the Guru Granth Sahib can be read; it is the venue for important events, such as the naming of a new child; it houses the langar; it is the location of Sikh libraries, schools and charitable work.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	For a simple, appropriate and relevant idea.
<b>Level 2</b>	3-5	For a basic explanation, showing understanding of a relevant idea.
<b>Level 3</b>	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
<b>Level 4</b>	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><b>The issue is whether going through the Amrit ceremony makes a person a proper Sikh.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, joining the Khalsa involves participation in the Amrit ceremony and is also a public declaration of commitment to Sikhism <b>with the view(s)</b> many devout Sikhs do not regard outward forms and ceremonies as the most important part of Sikhism, but achieving union with God through service to others and meditation is paramount</p> <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.
<b>Level 1</b>	1	For a relevant opinion.
<b>Level 2</b>	2	For a relevant opinion supported by <b>one</b> relevant reason.
<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
<b>Level 4</b>	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
<b>Level 5</b>	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.

APPENDIX - ALTERNATIVE ANSWERS TO THE MULTI-RELIGION QUESTIONS IN PART 1

Question 2(b) Choose one religion and outline its beliefs about the origin and purpose of the universe.

Answers based on Buddhism, Christianity, Hinduism, Judaism and Sikhism.

Question Number	Answer
2(b)	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such beliefs as: the Buddha refused to answer questions about the origin of the universe, as it would lead to disputes; speculation about the origin of the universe is a distraction from the central concern of Buddhism, which is the ending of suffering; the universe has no particular purpose, but is subject to the law of karma; the goal of those who live within the universe is to escape the cycle of rebirth by following the Noble Eightfold Path.</p> <p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such beliefs as: the universe (and all it contains) was created by God from nothing; there is an absolute distinction between God, the creator, and all created things; the universe is wholly dependent on God, who continues to sustain it; the universe is a place where human beings can learn about God, and (freely) accept or reject him; it is a place where human beings can try to follow the example of Jesus, and become ‘children of God’.</p> <p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such beliefs as: the universe was created by Brahma, though candidates may refer to other accounts of the origin of the universe; the universe is subject to the law of karma, which determines the level of existence to which the individual is reborn; the aim is to escape the cycle of rebirth, and achieve moksha (liberation).</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such beliefs as: there is only one God, who created the universe and all that is in it; God has always, and will always, exist, and he sustains the universe; the Jews are God’s chosen people, who must study, and lead their lives according to, God’s Law (the Torah); some Jews await the coming of the Messiah, who will set up the messianic kingdom; others hope for a messianic age of peace and justice for all.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such beliefs as: there is one, omnipotent God, who created the universe and all that it contains; human beings should conduct their lives according to the teachings of the gurus, giving time to meditation and community service; life is a cycle of reincarnation, but by leading a good life, human beings can come to understand their relationship with God, and their souls can achieve unity with God.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Question 4(b) Choose one religion and outline its teachings about the sanctity of life.

Answers based on Buddhism, Christianity, Hinduism, Islam and Sikhism:

Question Number	Answer
4(b)	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such teachings as: Buddhism teaches the unity and value of all living beings; the first of the Five Precepts prohibits killing or harming any living being; Buddhism is concerned with the cessation of suffering, which is achieved by following the Noble Eightfold Path.</p> <p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such teachings as: God created the universe and everything it contains, so life is God-given and valuable; human beings are made in God’s image, so human life is sacred; killing others involves breaking the commandment, ‘You shall not kill’, and disobeying the teaching of Jesus.</p> <p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such beliefs as: the (divine) Brahman and the human soul (atman) are the same; nothing is superior to human life, and every human life is sacred; all individual human beings are reflections of ultimate reality, so human life should be respected; the principle of ahimsa prohibits violence or cruelty to living things.</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such teachings as: The Qur’an teaches that God created all life, so it belongs to him; as life is a gift from God, it is sacred and must be respected; God decides the length of each person’s life, and human beings must not interfere with God’s decision.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such teachings as: life must be respected, as it is a gift from God; it is for God, not human beings, to decide when someone should die; the Rahit Maryada prohibits killing.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

6(b) Choose one religion and outline its teachings about the purposes of human sexuality.

Answers based on Buddhism, Hinduism, Islam, Judaism and Sikhism.

Question Number	Answer
6(b)	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such purposes as: it provides opportunities for two people to love, and to receive love from, each other; it is important as the means of having children and a family life, which the Buddha spoke of as a source of happiness; it must be treated in a way that is consistent with the Buddha's teachings.</p> <p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such purposes as: human sexuality is not seen as something that is at odds with the spiritual side of life, as the gods marry and have children; it is important, because married couples should have children, in order to perpetuate their families; particular emphasis is placed on having a son, who can perform important religious ceremonies.</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such purposes as: human sexuality is important, as it enables couples to procreate and create a family; sex must only take place in marriage, which has been ordained by God, and within which husband and wife can love each other, and bring up their children to be God's servants; men and women must abstain from any promiscuity or fornication.</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such purposes as: human sexuality enables loving couples (within marriage) to procreate, thus ensuring the survival of the community; married couples are expected to have at least two children, as religious life centres on family and home life; human sexuality can lead to sin, which must be resisted.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such purposes as: human sexuality is important as a means of keeping the race going, but sexual relationships must take place within marriage; this is a divine institution, within which a married couple become one soul in two bodies, and can procreate and bring up children; there is a strong emphasis on monogamy and high standards of sexual morality.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

7(b) Choose one religion and outline attitudes within this religion to proselytisation.

Answers based on Buddhism, Christianity, Islam, Judaism and Sikhism.

Question Number	Answer
7(b)	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such teachings as: Buddhists believe that enlightenment comes through following the Buddha’s teachings, so it is important to share them with other people; if people have religious beliefs, which contradict the Buddha’s teachings, they will be unable to escape from the cycle of rebirth; some Buddhists believe that other religions have truths that will help their followers towards enlightenment, or provide insights that will develop understanding of Buddhist teachings.</p> <p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such teachings as: Christianity teaches that the way to God and salvation is through Jesus Christ, so Christians should share the message of salvation with others; Jesus told his followers to go out and preach the Gospel, so some Christians believe that they should proselytise non-Christians; some Christians believe that they should try to find common religious ground with the followers of other religions who are sincerely seeking religious truth.</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such teachings as: Muslims believe that the Qur’an contains God’s final revelation, and that, through Muhammad, he has called all humanity to return to the true faith; so some Muslims believe that they should persuade non-Muslims to return to the true faith; other Muslims stress the common ground between religious people, and the special position of Judaism and Christianity; whose founders were God’s prophets; forcible conversion is not allowed, because the Qur’an requires that there should be no compulsion in religion.</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer at least <b>two</b> such teachings as: Judaism is not a missionary faith, and Jews do not believe that they should try to proselytise the followers of other religions; and some Jews also believe that people, who follow teachings that are similar to the Ten Commandments, are close to God; however, other Jews believe that, as Judaism is the right path, it is their responsibility to show others how to live.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such teachings as: Sikhism teaches religious freedom, and that leading a good life is more important than belonging to a particular faith; different religions are different boats that can take their passengers across the river of life, and there can be dangers in trying to change boats in midstream; most Sikhs regard their own religion as one path towards God and accept that others are equally valid, but others regard their path as the best, while not denying the validity of others.</p> <p>Other approaches are possible and must be marked according to the levels.</p>









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