

Mark Scheme (Results)

Summer 2013

International GCSE Religious Studies  
(4RS0/01)

Paper 1

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## **General Marking Guidance**

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

**Although the assessment objectives are weighted separately, they are inter-related.**

**AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.**

**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
<b>1(a)</b>	<ul style="list-style-type: none"> <li>• (The view that) every event has a cause, which may also involve believing that human beings cannot have free will, as their choices and actions are caused.</li> <li>• The belief that humans do not have freewill.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• Fate</li> <li>• Every event has a cause</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Answers which define a different key word  (0)</p>	2

Question Number	Answer
<b>1 (b)</b>	<p>Level 3 answers are likely to refer to at least two such beliefs as: some religious people believe that human wrongdoing arises from ignorance of religious teachings and they may refer to specific examples from the religion(s) studied; some religious people believe that human wrongdoing arises from non-religious people being ignorant of the support that religious communities offer; some religious and non-religious people believe that human wrongdoing arises from inadequate moral education; some religious and non-religious people believe that human wrongdoing arises from ignorance of social obligations.</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
<b>1(c)</b>	<p>Level 4 answers are likely to use two such reasons as: they do not believe in God and therefore think life after death is impossible; they do not accept religious teachings (and they may refer to specific examples from the religion(s) studied), because there is insufficient evidence; they believe that beliefs about life after death are only a way of escaping the harsh realities of life; they are convinced that this life is all that there is, because they consider reports of out of body and near death experiences to be fiction.</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
<b>1(d)</b>	<p><b>The issue is whether war is inevitable.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that human beings are by nature aggressive and will therefore fight; history shows that wars always occur between nations; that some religions see war as necessary in certain circumstances: <b>with the view(s) that</b> human beings are capable of resolving conflict by peaceful means; the desire for self preservation may deter human beings from war; that war goes against some religions 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 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
<b>2(a)</b>	<ul style="list-style-type: none"> <li>• (The belief that) after death, the body stays in the grave until the end of the world when it is raised.</li> <li>• The reuniting of the body and spirit/soul after death.</li> <li>• When someone is raised from the dead</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• People living after death.</li> <li>• Coming back to life.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>2(b)</b>	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such beliefs as: all life, including human life, is characterised by impermanence (anicca); human beings consist of five aggregates or khandas (body, feelings, cognition, motivation, conscious awareness); human beings do not have a soul (anatta), but they are reborn into this world (the flame of one lamp passes to another) with all its suffering.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

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Question Number	Answer
<b>2(c)</b>	<p>Level 4 answers are likely to use two such reasons as: there are religious teachings that God created human beings to rule over the world on his behalf, and gave them control over all other creatures (and they may refer to specific teachings from the religion(s) studied); there are religious teachings that human beings are superior to all other creatures, and are entitled to use them to serve human needs (and they may refer to specific teachings from the religion(s) studied); there are non-religious ideas that human beings have evolved into the dominant species, because of their intelligence/ability to think, which entitles them to use other living things to meet human needs.</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>

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<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
<b>2(d)</b>	<p><b>The issue is whether God has already decided our destiny.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that there are religious teachings about predestination (and they may refer to specific teachings from the religion(s) studied), while belief in God's omniscience raises questions about whether, and to what extent, human beings can have free will/control their own lives, <b>with the view(s)</b> that God's pre-ordaining individual salvation or damnation is incompatible with religious teachings (and they may refer to examples) that God is loving and just, holds individual human beings responsible for their freely chosen actions, and judges them accordingly; there are non-religious views that God does not exist and therefore cannot have decided our destiny.</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>

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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>3(a)</b>	<ul style="list-style-type: none"> <li>• Being brought up to follow the teachings and practices of a religion.</li> <li>• Being brought up in a religion.</li> <li>• Being brought up to follow a religion.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Belonging to a religion as a child.</li> <li>• Fostering religious belief.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>3(b)</b>	<p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least two such teachings as: according to Genesis, moral evil was caused by the fall of Adam who chose to disobey God; moral evil is caused by sin, when human beings give in to selfishness and greed, and break God's laws; moral evil results from human beings having freewill, which enables them to disobey God and harm others.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

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Question Number	Answer
<b>3(c)</b>	<p>The question refers to differing attitudes, and Level 4 answers are likely to explain at least two differing attitudes, eg <b>one</b> from <b>(a)</b> and <b>one</b> from <b>(b)</b>.</p> <p><b>(a)</b> There are some non-religious people who are in favour of euthanasia because: they believe that the most important consideration is what terminally ill people want, which may be to end their suffering; they think that this matters more than any possible abuses, or any harmful effects, the availability of euthanasia may have on respect for life; while their attitude to euthanasia is not influenced by religious considerations or prohibitions.</p> <p><b>(b)</b> There are other non-religious people who are against euthanasia because: they feel that life is precious, and should not be ended, however badly people are suffering; making euthanasia available to the terminally ill, by appearing to attach little/limited value to their lives, may damage respect for life in general; the availability of euthanasia to the terminally ill may lead to their being pressurised into opting for it, in order to relieve the burden on relatives or reduce healthcare costs.</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>

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<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
<b>3(d)</b>	<p><b>The issue is whether life can only have a purpose for those who are religious.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that life can only have a purpose for those who are religious, because, unlike non-religious people, they believe in the existence of God/gods and some form of afterlife, so they have something to look forward to when they die, giving their lives a purpose, <b>with the view(s)</b> that people can give a purpose to their own lives, through their aspirations, achievements and relationships; non-religious people can find life just as interesting and worthwhile, and therefore purposeful, as religious people; they can have making the world a better place as their main purpose, rather than worrying about what will happen when they die.</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>

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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>4(a)</b>	<ul style="list-style-type: none"> <li>• (The belief that) God knows everything (past, present and future).</li> <li>• God is all knowing.</li> <li>• God is all seeing.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• All that God knows.</li> <li>• All knowing.</li> <li>• All seeing.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>4(b)</b>	<p>Level 3 answers are likely to describe a religious conversion experience in general terms, or refer to a specific example from the religion(s) studied, such as St Paul's experience on the road to Damascus, or from a candidate's own experience. This experience will illustrate how a person's whole outlook on life and commitment to God and/or religious teaching changes.</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
<b>4(c)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: some people are followers of religions which teach that there is more than one god, and they may refer to specific examples; some people believe that, if there was only one God, he would be so powerful, and his presence would be so obvious, that no one would be able to doubt his existence: however, there is no clear evidence of him; some people think that, if there was only one God, he would be able to end all the evil and suffering in the world, but he seems to do nothing about it; atheists do not believe that there is a God, and so reject monotheism (belief in one God).</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>

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<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
<b>4(d)</b>	<p><b>The issue is whether women have a right to abortion.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that women have a right to abortion, because women are the only ones entitled to decide what happens to their own bodies, if she has been raped, it might affect the mental and physical health of the children, the life/health of a pregnant woman should always take precedence over that of an embryo/foetus, <b>with the view(s)</b> that many religious and non-religious people believe that abortion is wrong in all circumstances, or can only be justified as the lesser of two evils when there is a serious risk to the woman's life, and should not be performed simply because a woman wants to end her pregnancy (and they may refer to specific religious teachings or views).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 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>

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	0	No rewardable material.
<b>Level 1</b>	1	For a relevant opinion.
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<b>Level 3</b>	3	For a basic for and against, or a reason supported by religious/moral evidence.
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<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>• A legal relationship between two people of the same sex, which gives the partners equal treatment with married couples (in a wide range of areas.)</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Gay people being able to marry each other.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>5(b)</b>	<p>The question refers to differing attitudes, and Level 3 answers are likely to refer to at least two differing attitudes, eg <b>one</b> from (a) and <b>one</b> from (b).</p> <p><b>(a)</b> There are some religious people who believe that celibacy: is a valuable and respected form of religious life with a long history in many religions/ religious communities (and they may refer to examples); encourages self-discipline and self-denial; and enables those who practise it to dedicate their lives to their faith without distractions.</p> <p><b>(b)</b> There are other religious people who believe that celibacy: is an inappropriate form of religious life, which sets those who practise it apart from the rest of a religious community/society; prevents some people with a religious vocation from becoming parents, and bringing up their children in accordance with religious teachings; and denies them the opportunity to lead fully active lives in a religious community/society.</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
<b>5(c)</b>	<p>Level 4 answers are likely to point out that there is no one response that is typical of non-religious people, and will then go on to explain two such possible responses as: some non-religious people welcome more tolerant attitudes to, for example, sexual relationships, because they feel that these reflect the nature of contemporary society; some approve of the changing pattern of relationships between men and women, such as men taking more responsibility for child care, which reflect women's higher status in society; some non-religious people are against (some) changing attitudes, as they think that they put too much emphasis on the purely sexual aspect of human relationships.</p> <p>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
5(d)	<p><b>The issue is whether parents need the support of a religious community to bring up children well.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that religious communities can support parents with the upbringing of their children in a variety of ways (and they may give examples), and that there is evidence that children from religious backgrounds are more likely to be responsible and active citizens, <b>with the view(s)</b> that what matters most is the quality of parental care, which non-religious parents can provide equally well, and that children who come from non-religious backgrounds are no worse than those who do.</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>

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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>6(a)</b>	<ul style="list-style-type: none"> <li>Children from different marriages becoming one family after their divorced parents marry each other.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>A family where there are step-children.</li> <li>Examples of reconstituted families</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>6(b)</b>	<p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least two such teachings as: it is contrary to the teaching that sex should take place within marriage; it would involve ignoring the teaching that sex relates to the duty of married couples to have children, in order to perpetuate their families; sexual promiscuity would be at odds with the ideal relationship that should exist between a (married) couple, as exemplified by the gods (Shiva and Parvati).</p> <p>Other approaches are possible and must be marked according to the levels.</p>

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<b>Level 1</b>	1-2	For an isolated example of relevant knowledge.
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<b>Level 3</b>	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
<b>6(c)</b>	<p>Level 4 answers are likely to use two such reasons as: some religious people believe that divorce is wrong, because it conflicts with their view that marriage is a lifelong, God-given union, which can never be ended (and they may refer to specific teachings from the religion(s) studied); some religious people think that divorce is wrong, because they regard marriage as the fulfilment of a sacred duty (and they may refer to examples), which couples should not end for personal or selfish reasons; some religious people believe that divorce is wrong, because it causes suffering to all those affected by it, particularly if there are children involved.</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>

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<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
<b>6(d)</b>	<p><b>The issue is whether pleasure is the only purpose for having sex.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that sex is a legitimate source of pleasure for human beings, and that religions teach that it should be enjoyed (and they may refer to specific teachings from the religion(s) studied), <b>with the view(s)</b> that it has other purposes, such as having children and strengthening the loving relationship between (married) couples (and they may refer to specific teachings from the religion(s) studied).</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 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
<b>7(a)</b>	<ul style="list-style-type: none"> <li>• Making sure that people have what is theirs by right.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Doing the right thing.</li> <li>• Fairness or being fair</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>7(b)</b>	<p>Level 3 answers are likely to refer to at least three such ways as: they can ensure that they follow non-racist principles in their own lives, and set an example to others; they can try to make others aware that racism exists and is wrong; they can work to ensure that their workplaces, and any organisations/ societies to which they belong, are free of racism; they can support organisations that campaign against racism; they can participate in any initiatives to combat racism by their religious communities, or within their local communities.</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
<b>7(c)</b>	<p>Level 4 answers are likely to use two such reasons as: there are religious teachings that God created all human beings (and they may refer to specific teachings from the religion(s) studied), and religious people should reflect God's love for those with disabilities by helping and supporting them; there are instances of religious teachers and leaders helping and healing those with disabilities (and they may refer to specific examples), and religious people should follow their example; many religious people live in societies where there is legislation about how those with disabilities should be treated (and they may refer to specific examples, such as the UK Disability Discrimination Acts, 1995 and 2005 and the UK Equality Act, 2010).</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
<b>7(d)</b>	<p><b>The issue is whether anyone in a multi-faith society should criticise the religious beliefs of others.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that those religious people, who are convinced that the teachings of their religion are true, ought to criticise the religious beliefs of others, in order to correct errors/for their own good, while their religion may require them to do so, irrespective of any offence/difficulties this may cause in (a multi-faith) society, <b>with the view(s)</b> that, particularly in multi-faith societies, people should respect the (different) religious beliefs of others, and, in the interests of social cohesion, refrain from criticising 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 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
<b>8(a)</b>	<ul style="list-style-type: none"> <li>All people being (legally) entitled to equal opportunities in relation to employment and provision of goods, facilities and services.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>An example of an equal opportunity.</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
<b>8(b)</b>	<p>The question refers to <b>differing</b> attitudes, and Level 3 answers are likely to refer to at least <b>two differing</b> attitudes, eg any <b>TWO</b> of (a), (b) or (c).</p> <p>Answers, based on <b>Islam</b>, are likely to refer to such attitudes as: <b>(a) some</b> Muslims believe in religious freedom, and people's right to practise the religion of their choice; <b>(b) many</b> Muslims give Judaism and Christianity a special status, due to their shared religious beliefs and heritage; <b>(c)</b> however, Muslims regard the Qur'an as the definitive revelation of Allah's word, and <b>most</b> Muslims believe that, as Islam is the only true religion, they have a duty to proselytise.</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>	3-4	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
<b>8(c)</b>	<p>Level 4 answers are likely to use two such reasons as: governments may need to weigh other considerations, such as keeping public order, against it (and they may refer to specific examples); during a war or a serious crisis, free speech may need to be restricted in the interests of national security (and they may refer to specific examples); governments may have to place limits on what can be written or spoken, in order to prevent incitement to racial or religious hatred (and they may refer to specific examples).</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
<b>8(d)</b>	<p><b>The issue is whether you can be both rich and truly religious.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that people cannot be both rich and truly religious, because there are many examples of wealth/love of money distracting people from fulfilling their religious/moral/social obligations, while there are religious teachings which stress the dangers/ temptations of being rich (and they may refer to specific examples from the religion(s) studied), <b>with the view(s)</b> that there is a difference between loving money, which is contrary to religious teachings, and merely possessing it, while there are many examples of wealthy religious people using their money responsibly and for the benefit of others, suggesting that being rich does not necessarily result in neglect of religious/moral/social obligations.</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
<b>9(a)</b>	<p>Level 4 answers are likely to refer to all three groups of teaching: the Vinaya Pitaka, or Discipline Basket, which contains the rules for monastic living; the Sutta Pitaka, or Teaching Basket, which contains the teachings of the Buddha and others, stories about the Buddha, and the Dhammapada or Path of Teaching, which includes the Four Noble Truths and the Noble Eightfold Path; and the Abhidhamma Pitaka, or Higher Teaching Basket, consisting of interpretations and explanations of the Buddha's teaching.</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>9(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: by sharing the fruits of their scholarship and meditation through their teaching role, they help lay Buddhists to understand Buddhist teaching more fully; by following the Buddha's teaching strictly, they set the laity an example of how to lead a religious life; they offer lay Buddhists an opportunity to gain merit by providing them with food/material support; they give guidance to/exercise a moral influence on those who lead/govern the community.</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
<b>9(c)</b>	<p><b>The issue is whether the five additional precepts are not important for most Buddhists.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that the five additional precepts are only important for monks and nuns as they are the only ones that have to follow them; they can also be seen to be out of step with modern society for example, not touching money, <b>with the view(s)</b> that the five additional precepts enable the monks and nuns to support the laity as they seek enlightenment, and they show the example of how the Buddha lived.</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>10(a)</b>	<p>A wide variety of answers is possible here, but Level 4 answers should name a significant Buddhist other than the Buddha (Siddhartha Gautama), eg, King Ashoka, the Dalai Lama or Aung San Suu Kyi, and they are likely to refer to at least two aspects of that person's contribution to the development of Buddhism. For example, answers about Aung San Suu Kyi might refer to such aspects as: her life and career show the relevance of Buddhist beliefs and ethical teaching to contemporary political issues; her campaign for democracy and political rights in Burma combine commitment to the values of democracy and individual freedom with the traditional Buddhist values of patience, tolerance and non-violence; her work as a political leader demonstrates that religion must be lived and practised in the world, and that, where the cause is just, Buddhists should not regard their religious convictions as a reason for not becoming involved in political controversy and conflict.</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>10(b)</b>	<p>Level 4 answers are likely to use two such reasons as: it provides the essential guidance for bringing the cycle of birth, life, death and rebirth to an end, and achieving the goal of Nibbana, to which all Buddhists aspire; it is the best example available to Buddhists of the single-mindedness, courage and perseverance which are needed to achieve spiritual enlightenment; the Buddha was the first to show others the way, and his enlightenment is often the object of the meditation and mental training, by means of which Buddhists try to follow the same path.</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
<b>10(c)</b>	<p><b>The issue is whether monks put more into a religious community than they take out.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that a religious community benefits from the activities of monks in a number of respects, including their preaching and teaching, and the example they provide of how to lead a spiritual life, so they put more into it than they take out, and they may refer to the work of Buddhist monks, <b>with the view(s)</b> that their religious vocation prevents monks from participating in/contributing to certain aspects of a religious community's life, including the kind of work that ensures its material well-being, while they may depend on it for support and thus be a drain on its resources (which will be a particular burden for poor communities), so they take out more than they put in.</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>A wide variety of answers is possible here. Level 4 answers should choose one symbol, such as the mandala, and are likely to outline at least three ways in which it is used. For example: it is visualised by Buddhists as an aid to concentration in meditation; as a centre of psychic energy, it is visualised, in order to gain access to its power; its circular shape and geometric complexity remind Buddhists of the wholeness of the cosmos; the temporary nature of a sand mandala reminds Buddhists of life's transience.</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 <b>two</b> such reasons as: rituals associated with death help Buddhists to maintain a balanced view of life, while relieving mourners' feelings of loss and helping to bring families together; a funeral procession was one of the Four Sights which led the Buddha to seek enlightenment; the occasion of a funeral, by reminding Buddhists that life does not go on forever, helps them to escape the control of death and underlines the hope of their eventually achieving Nibbana.</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
<b>11(c)</b>	<p><b>The issue is whether Buddhists have no reason to fear death.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that Buddhists view existence as impermanent and should have no attachment to their physical body; they also have a cyclical view of human existence, which may suggest that they have less reason to fear death than those with a linear view, <b>with the view(s)</b> that many of those who believe in rebirth (and they may refer to specific Buddhist teachings) also believe in the operation of karma, and so may fear being reborn, while they will also be seeking to escape the cycle of rebirth and achieve Nibbana.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 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 outline at least two aspects of the role of a member of the clergy/priest/minister in any <b>one named</b> Christian denomination. For example, they may refer to such aspects of the role of a member of the Anglican clergy as: directing the religious life of his/her congregation/parish, which includes such activities as leading worship, overseeing the organisation and running of his/her church, chairing the PCC (Parochial Church Council) and other church committees and visiting the elderly and sick; officiating at Sunday services, at festivals such as Christmas and Easter, and at such rites of passage as baptisms, weddings and funerals; being one of the leaders of his/her local community, which may involve being a governor of the local (church) school, liaising with other Christian/religious groups in the parish, helping/organising support for those in need.</p> <p>Answers which do not refer to a <b>named Christian denomination</b> cannot 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 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>The question refers to differing attitudes, and Level 4 answers should explain at least two differing attitudes, eg any <b>two</b> of (a), (b) or (c):</p> <p><b>(a)</b> traditionally, the Roman Catholic church assigns a more limited role to the laity, because they believe that the clergy have the key role of interpreting the word of God and administering the sacraments;</p> <p><b>(b)</b> Protestant churches tend to assign a (much) greater role to the laity, as they emphasise the doctrine of the priesthood of all believers and the relationship between God and the individual believer, with (in some cases) ministers being regarded as subordinate to the communities they serve;</p> <p><b>(c)</b> within many Christian denominations, including the Roman Catholic Church, there is continuing debate about, and therefore differing attitudes to, the role of the laity, and what the relationship between the ordained clergy and laity should be, reflecting a desire to encourage full lay participation in the life of the church, while ensuring that order and discipline are maintained.</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 the Christian view of marriage is an impossible ideal in today's world.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that the Christian view of marriage, requiring a lifelong union of two people of the opposite sex, is an impossible ideal in today's society, as it fails to take account of the fact that some people are not monogamous or that relationships, even of monogamous people, may fail due to incompatibility, while unfairly excluding homosexual relationships, <b>with the view(s)</b> that the Christian view of marriage not only reflects Christian teaching that marriage is a gift from God, which helps human beings to fulfil God's purposes for them, but also enables husband and wife to give each other comfort, companionship and support, and provides a stable environment for bringing up children, while some may feel lifelong homosexual relationships are contrary to the natural order of creation and the insights of revelation, and so fall short of God's purposes for human beings.</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 that Jesus focused on people's intention, and the emotions that underlie wrong actions, for example the seventh Commandment 'do not commit adultery' is reinforced by saying that even thinking about sexual acts is wrong. The sixth commandment 'do not kill' is also reinforced, with an instruction not even to get angry. The Commandment to worship only one God is explained further in asking people to not just pray to be seen by other people, but to pray in secret.</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 <b>two</b> such reasons as: the first/greatest commandment ('you shall love...God with all your heart...soul...mind... strength' (Matthew 22: 37-38) spells out the total commitment required of the true Christian, who must have love of God at the centre of his/her life, and make carrying out God's will his/her absolute priority; the two commandments make it clear that a Christian's love of God and of other human beings ('neighbours') are closely related: love of God is/should be reflected in love/loving conduct towards others; Christian ethics are grounded in God's love of human beings and their love of God.</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
<b>13(c)</b>	<p><b>The issue is whether anyone can love others as much as they love themselves.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that Christianity, emphasises the importance of love as the key to living a God-centred life (and they may refer specifically to the Christian principle of love), and there are examples throughout history of people who have loved others as much as/more than themselves (and they may refer to the example of Jesus and others), <b>with the view(s)</b> that the Christian principle of love indicates an ideal at which people should aim, and a standard against which they should measure their own conduct, which will usually fall short of it; most people are incapable of loving others as much as they love themselves, due to their selfishness and greed; and that those, such as Jesus, who do so are the exception, who provide an inspiration and example to everybody else.</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
<b>14(a)</b>	<p>Level 4 answers are likely to outline at least three such features as: hymns and other music; appropriate passages are read from the Bible; there is a sermon and/or eulogies given by family members/friends; words spoken during the service remind those present of the hope of the Resurrection; if the body has not been cremated, it is buried either in the churchyard or in a cemetery. Answers may refer to (features of) the funeral service of a particular Christian denomination.</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>14(b)</b>	<p>Level 4 answers are likely to explain how the rites at a wedding service reflect the Christian view of marriage, by explaining two such features as: the ceremony is conducted before the altar, which reflects the Christian belief that marriage is an institution ordained by God/a sacrament; the vows/exchange of rings express and symbolise constant commitment and faithfulness, ('till death us do part'), which the couple agree to and accept; the presence of witnesses reflects the Christian view that marriage involves and affects the whole Christian community, as well as the couple and their families. Answers may refer to rites associated with a particular Christian denomination.</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
<b>14(c)</b>	<p><b>The issue is whether Jerusalem is the most important place of pilgrimage for Christians.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that Jerusalem is important because it is the city most associated with the major events of Jesus' life: many Christians today visit Jerusalem and walk the via dolorosa <b>with the view(s) that</b> other places are more significant for example, Bethlehem as the site of his birth or Rome as the centre of the Roman Catholic world or site of Peter's martyrdom.</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
<b>15(a)</b>	<p>Level 4 answers are likely to refer to at least two such aspects of the role of the swami as: by renouncing worldly ambitions and pursuits, in order to focus on spiritual development, the swami sets an example to others; by making religion his priority, and through his focus on Brahman, he shows the way to moksha (liberation), which is of benefit to himself and others; as people often become swamis during the fourth (sanyasa) stage of existence, they are able to use their experience of life and religion to impart spiritual knowledge to others.</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>15(b)</b>	<p>Level 4 answers are likely to use two such reasons as: they are regarded as Sruti ('what is heard') texts, and therefore as eternal and revealed, and so are more authoritative than Smriti ('what is remembered') writings, which are of human composition and fallible; their philosophical speculations are the basis for the belief in Brahman, they spiritualise many of the concepts in the Vedas, contain teachings about atman and moksha, and indicate paths (yogas) to salvation.</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
<b>15(c)</b>	<p><b>The issue is whether Diwali is important for most Hindus.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, Diwali is widely celebrated among Hindus, and that the message of the Ramayana is still important for today as they are aware that Rama/Vishnu is able to provide help for them, that evil can be overcome by good <b>with the view(s)</b> that Diwali seems to have lost a lot of its original meaning and that it seems to be a cultural celebration. The festival's celebration can be a distraction for the fulfilling of a person's dharma and so is not important. The story it celebrates is similarly out of date and touch with today's world.</p> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>To go beyond Level 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 <b>three</b> such aspects as: the aarti plate or lamp is circulated clockwise before the image of the deity; such items as incense, flowers and water are offered; the aarti plate or lamp is passed around those present, who cup their hands briefly over the burning oil/ghee; bhajans (hymns) are sung and musical instruments sounded; there are readings and prayers, including the prayer of peace; the ceremony begins and ends with the blowing of a conch shell.</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 <b>two</b> such reasons as: Bhakti attracts many Hindus, because of its emphasis on love, devotion and surrender to God as the means of obtaining release (moksha) from worldly life and the cycle of rebirth: in the Bhagavad Gita, it is presented as the path (yoga) which is more likely to lead to moksha than the alternative paths of works/action (karma yoga) or of knowledge (jnana yoga): as it encourages the use of the emotions, rather than reliance on knowledge, as the means to liberation, it has great popular appeal among Hindus, because it can be followed by anyone, irrespective of intellectual ability, social background or religious training.</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
<b>16(c)</b>	<p><b>The issue is whether a pilgrimage is not a holiday.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, for many religious people, pilgrimage is an important religious duty, which, as well as providing valuable opportunities for worship, reflection and spiritual development, can also be physically demanding, expensive and time-consuming, within Hinduism it is a way of gaining good karma which will help towards a better rebirth or moksha <b>with the view(s)</b> that, in some religions/religious groups, pilgrimage is not a religious duty (and they may refer to examples), so members of those religions who go on pilgrimages do so from choice, as they would a holiday, while even in religions where pilgrimage is a religious duty, people seem to enjoy the experience, making it look more like a holiday than a serious religious activity (and they may refer to Hinduism).</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 outline at least <b>three</b> such practices as: rivers have a divine status, and each year many Hindus go on pilgrimages to sacred rivers, such as the Ganges and Yamuna; many Hindus will try to have their ashes scattered in the Ganges, it is believed that bathing in sacred rivers cleanses individuals of sin and helps them to accumulate religious merit; bathing fairs, such as the kumbh melas at Allahabad in 2007 CE and Haridwar in 2010 CE, involve millions of people; during the sacred month of Kartika (October/November), devout Hindus bathe in sacred rivers/pools (Kartik Purnima).</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 <b>two</b> such reasons as: believed to have been founded by Shiva, it is a centre for the worship of Shiva and one of the twelve revered jyotirlingas (shrines) of Shiva; it is believed that bathing in the sacred river Ganges at Varanasi, or dying there, brings an end to rebirth and ensures moksha (salvation); as one on the seven most holy places for Hindus, and as a long-established centre of pilgrimage, Varanasi contains up to 2000 temples, including the Temple of Kasi Vishwanatha, dedicated to Shiva, and ghats for cremations and the scattering of ashes.</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 Temples have any importance for Hindus.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, for many Hindus they prefer to perform puja in the home which provides them with the same blessings as attending the Temple, and that in their homes Hindus are able to have the deity they desire to worship rather than the ones chosen in the Temple; <b>with the view(s)</b> that, they will be able to meet with the swami in the Temple and learn from him, congregational puja provides a feeling of community not available anywhere else, and that the Temple serves as a community centre not just as a place of worship.</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 outline at least <b>three</b> such aspects as: events leading up to and including the Prophet's arrival in Madinah; the invitation of the people of Madinah to lead their community; the establishment of community relations between the various factions; the establishment of the first mosque; the drawing up of a code of practice for the community to live by.</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 <b>two</b> such reasons as: in the Qur'an (33: 40), Muhammad is described as the 'messenger of Allah and the seal of the prophets'; Muslims have traditionally interpreted this title as meaning that Muhammad is the 'seal' or end of the line of prophets and of divine revelation through prophets; Muslims believe that, through Muhammad, the will of Allah was finally expressed for all human beings; Muhammad is seen to have brought all of the messages of the prophets together and completed them.</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
<b>18(c)</b>	<p><b>The issue is whether religious rules about food are important and useful.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many religions have rules about food, which their followers are required to observe (and they should refer specifically to those in the Shar'iah), and which they regard as divinely ordained, spiritually significant and a means of achieving self-discipline and as marks of identity, <b>with the view(s)</b> that: many people, religious as well as non-religious, dismiss such rules, on the grounds that they reflect historical situations, which no longer exist, so there is no point in continuing with them; they have become ends in themselves, which lack religious value; and they may distract those who follow them from what should be their priorities: worshipping Allah and being compassionate and charitable to others.</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 <b>three</b> such aspects of the guidance as: all food/ingredients are lawful (halal), unless they are declared unlawful (haram); it is unlawful to eat the meat from carnivorous animals; it is unlawful to eat pork or any food derived from pig-meat; it is unlawful to eat meat from animals which have not been slaughtered in the proper way; alcohol is viewed as haram.</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 <b>two</b> such reasons as: sawm (fasting) is the Fourth Pillar of Islam, and was practised and encouraged by Muhammad, so by fasting, Muslims show obedience/submission to Allah, focus their attention on the Qur'an and Allah's gifts, and follow the example of Muhammad; by fasting, Muslims test their moral character and religious commitment, which helps them to develop self-discipline and spiritual strength, while also expressing fellowship with all other Muslims who are fasting at the same time; it enables all Muslims to experience the sufferings of the poor, to develop sympathetic understanding of their situation, and to learn the value of charity and generosity.</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
<b>19(c)</b>	<p><b>The issue is whether there is any proof that revelation from God ever occurs.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that non-religious people hold that there is no empirical proof of/evidence for divine revelation, or independent/objective corroboration for the claims of religious people that it occurs/has occurred, while its content, as expressed in the divine revelations that are said to have occurred within the different world religions, is inconsistent/contradictory (and they may refer to examples) <b>with the view(s)</b> that many religions including Islam are based on revelation (and they should refer specifically to the example of the revelation to Muhammad), and, as many of these have survived over the centuries, and continue to be believed, this is proof that revelation does occur, while scepticism about the genuineness of revelation, and the refusal to take what religious people say about it seriously, merely reflects modern prejudices against religion.</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>20(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such practices as: Madinah is only 200 miles north of Makkah, so Muslims often add a visit there to the hajj; they visit and pray at the Prophet's Mosque, the second holiest mosque in Islam, where the Prophet Muhammad and the caliphs, Abu Bakr and Omar are buried; they visit and pray at the the Mosque of Piety, where Muhammad established the first mosque in Islam at Quba on the outskirts of Madinah; at the Miqat Mosque, some setting out on their hajj from Madinah put on ihram before leaving for Makkah.</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>20(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: after his emigration to Madinah, Muhammad established a mosque; the Arabic word for mosque means 'a place of prostration' and mosques are intended to be a clean place set aside for congregational prayer; over the centuries, mosques have been social and educational centres in Muslim communities, Muslim communities attach importance to mosque schools (madrasas) as a means of instructing children in the Qur'an,</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
<b>20(c)</b>	<p><b>The issue is whether birth ceremonies are important for Muslims.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that birth ceremonies begin the child's education in Islam, and that hearing the Shahadah is an important beginning to life; that the sacrificing of an animal shows the family's gratitude to God for the blessing of the child and enables the parents to commit themselves to bring the child up within Islam <b>with the view(s)</b> that the child is unaware of any of the ceremonies and so they cannot be important, they cannot remember the Shahadah and so it cannot have any effect on them later in life, the shaving of a child's head is purely symbolic and has no place in today's society; some Muslims would consider some of the ceremonies to be cultural, rather than Quranic.</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 <b>two</b> such ways as: the Responsa are thousands of answers to specific questions involving the Jewish Law, which have been put to rabbis, and then recorded, so that they can guide other members of Jewish communities; Jewish people may use recent Responsa, to provide guidance on issues that confront them in contemporary society, such as abortion, the responsibilities of the carriers of AIDs and in vitro fertilisation; they may refer to an example such as the Responsa Project which holds over 90,000 Responsa, covering numerous aspects of Jewish life on the Global Jewish Database, so that communities and individuals can consult them more easily.</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 <b>two</b> such reasons as: the rabbi is expert in the whole body of Jewish law, which is central to the Jewish faith, and is qualified to instruct the community in it, and to answer questions and settle disputes which involve the law; rabbis exercise spiritual leadership in their communities, such as leading worship in the synagogue and officiating at such key ceremonies as weddings and funerals; within the community, the rabbi performs the role of teacher and spiritual counsellor, is one of the leading representatives of Judaism in the wider community, and may also act as chaplain to the local hospital or prison.</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 the home is the centre of the Jewish way of life</b> Level 5 answers are likely to <b>contrast the view(s)</b> that most of the Jewish laws for living such as Kashrut are based in the home; weekly Shabbat observance is a central feature of Jewish home life; it is also within the home that children will receive most of their education in the Jewish way of life; <b>with the view(s) that</b> the Jewish way of life could be seen to be focused within the wider community, major festivals such as Rosh Hashanah are centred around the synagogue and the involvement of Jewish people beyond the family; Shabbat observance is not complete without worship with the community in the synagogue; families need the educational and social benefits of the synagogue to maintain the Jewish faith.</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 outline at least <b>three</b> such rules: the dairy and meat products should be kept, cooked and eaten separately by Jews; that only animals with split hooves which chew the cud may be eaten, they can only be eaten if they have been killed according to the laws of Kashrut; that while fish with scales and fins are acceptable to be eaten, those that are shell fish should be avoided; any fruit or vegetables are regarded as kosher.</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 <b>two</b> such reasons as: Moses was a prophet who received a message from the Almighty to set his people free from their bondage in Egypt, as such he is an example of how to respond to the Almighty's commandments; as the author or source of the law given by the Lord he is seen to be the messenger of the Almighty in providing the ways in which Jews should live their lives evidenced through the 613 laws of the Torah.</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 observance of Shabbat is unnecessary today.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that laws of Shabbat were given by the Almighty and are not to be changed; that the example set in creation is just as relevant today as it ever was; and that Jews are able to develop family unity from its observance <b>with the view(s)</b> that some people see the restrictions on activities on Shabbat as restrictive and out of touch with today's world, that there are enough labour saving devices to ensure that other times can be times of shared family experience, and that not every religion observes such a specific rest and worship day.</p> <p>Other approaches are possible and must be rewarded according to the levels.</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 <b>three</b> such features as: the Holy Ark at the east end, containing a scroll with the Torah; the two tablets above the ark, with the first two words of each of the Ten Commandments; the bimah or reading desk, to which the Torah scroll is taken and from which it is read; the Ner Tamid or lamp of perpetual light, which is always alight to represent the presence of the Almighty and the ongoing Jewish tradition; the absence of any pictures or images; in Orthodox synagogues, separate seating for men and women.</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 <b>two</b> such reasons as: it is an important historical monument which Jewish people can visit, and where they can recall the courage and self-sacrifice of those who seized the fortress and defended it against the Romans during The Great Revolt, and who died there; for Jews today, it symbolises both the struggle, sacrifice and suffering that the Jewish people have had to endure over the centuries, in order to defend and sustain their religion, and its survival, despite oppression and persecution; it reminds Jews of the need, in an often hostile world, to be vigilant and vigorous in defence of their faith, if necessary by physical force, as expressed in the oath taken by Israeli soldiers, 'Masada shall not fall again'.</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
<b>23(c)</b>	<p><b>The issue is whether Abraham is the most important prophet for Jews.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that Abraham is the father of monotheism and all other prophets derived their message from his; Abraham's example in his willingness to sacrifice his son for the Almighty provides the ultimate example for Jews today; that as the first patriarch of Judaism he set the example for all the other prophets to follow, and that making the covenant with God makes him the most important prophet <b>with the view(s)</b> that other prophets such as Moses have done more, for example in the giving of the law; the covenant may not have been as important had Moses and Joshua not reinstated the sign of the covenant; that none of Abraham's writings have survived and prophets such as Isaiah have written more to influence Jews today.</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
<b>24(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such aspects as: he deals with all aspects of/attends to the Guru Granth Sahib: opening/closing it at dawn/dusk, reading and interpreting it, spreading its message; he performs such Sikh ceremonies as welcoming a child, weddings and funerals; he is the community's spiritual director, who leads the congregation in prayer (ardas), hymn-singing (kirtan) and discourses (katha); he is responsible for teaching children, young people and adults about the Guru Granth Sahib and is regarded as a role model; he is the community's spiritual counsellor and spokesman and he helps to preserve Sikh culture.</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>24(b)</b>	<p>Level 4 answers are likely to use <b>two</b> such reasons as: it is the official Sikh Code of Conduct, produced by leading Sikh theologians and scholars, which was finalised in the 20<sup>th</sup> Century, in order to achieve a degree of uniformity of belief and practice in Sikh communities around the world; it sets out what Sikhs should and should not do, to ensure that doctrine, worship and conduct in different Sikh communities are consistent with the principles of Sikhism, as expounded by the Ten Gurus; although attitudes towards it vary, its guidelines establish common standards against which Sikh communities and individuals can measure themselves, and it has played an essential role in defining Sikhism and ensuring unity and cohesion among Sikhs.</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
<b>24(c)</b>	<p><b>The issue is whether Baisakhi is not important for most Sikhs.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that, Baisakhi is widely celebrated among Sikhs, and that the message of the events of Baisakhi are still important for today as they are aware of the commitment that is necessary to be a member of the khalsa, and the examples of the beloved ones are as important today as they ever were <b>with the view(s)</b> that Baisakhi seems to have lost a lot of its original meaning and that it seems to be a community rather than a religious celebration. The festival's celebration can be a distraction for the fulfilling of a person's commitment to the faith. The fact that there are some Sikhs that do not take on the commitments of the khalsa suggests that its founding may be unimportant for 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>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 refer to at least <b>two</b> such ways as: he established the Khalsa, the Sikh brotherhood of soldier-saints, in which all are equal; he gave the Sikhs the Five Ks, which symbolise their faith, and distinguish them from members of other faiths; he completed the Sikh holy book, the Adi Granth (the 'first scripture' of the Sikhs), and made the Granth (the Guru Granth Sahib) his successor and the eternal Guru for all Sikhs; he gave the common names of 'Singh' to all Sikh men and 'Kaur' to all Sikh women, to signify that the Hindu caste system/class divisions did not apply within Sikhism.</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 <b>two</b> such reasons as: Nanak was called by God to do his work and, although born a Hindu, he taught others without acknowledging any distinction between Hindu and Muslim, because he believed they were brothers in the eyes of God; although he was influenced by Hindu and Islamic teachings, he was an original thinker and spiritual leader, who taught that there is only one God, to whom people can have direct access, while condemning the Hindu caste system and preaching equality; after missionary journeys lasting almost thirty years, he established the first Sikh community at Kartarpur, where he was joined by many followers, and he established the succession of Ten Gurus, by choosing Guru Angad as his successor; his teachings formed the basis of Sikh belief and practice, and the Adi Granth/Guru Granth Sahib contains over 900 of his hymns, including the Mool Mantra, which sets out the principal beliefs of Sikhism.</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
<b>25(c)</b>	<p><b>The issue is whether initiation celebrations have any spiritual value.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many religions prescribe initiation ceremonies, and how they are to be conducted, to mark the entrance/acceptance of new members into the religion, and that these ceremonies are a long-established rites of passage within the religions, which have great spiritual value for individuals/families/ religious communities (and they should refer specifically to the ceremonies marking initiation into the Khalsa), <b>with the view(s)</b> that spiritual value does not relate to ceremonies, but to individual belief and commitment, and people are capable of accepting and then following the teachings of a particular religion without going through an initiation ceremony.</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>26(a)</b>	<p>Level 4 answers are likely to refer to at least <b>three</b> such aspects as: those who wish to be initiated must have reached the age of responsibility and possess the five Ks; the ceremony can take place anywhere, but the Guru Granth Sahib must be present, and it is opened and read; the ceremony is presided over by five members of the Khalsa, who outline the principles of the Sikh faith, which include accepting the teaching of the Granth and the Ten Gurus, and ask the candidates if they are willing to accept them; amrit is prepared, each candidate drinks it and it is sprinkled over their eyes and hair; the Mool Mantra, summarising Sikh beliefs is recited; prayers are said and karah prashad is distributed.</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>26(b)</b>	<p>Level 4 answers are likely to use at least <b>two</b> of the following reasons: it enables Sikhs to undertake Nam Simran, repeating and meditating on God's name, which Guru Nanak taught would bring truth, holy wisdom and contentment and help to destroy sin; through personal devotion, Sikhs can express unconditional love for God, which helps to replace self-centredness with God-centredness and to connect the individual with God; it allows Sikhs to focus on the meaning of passages from the Guru Granth Sahib and Sikh hymns, and to reflect on the significance of the 5Ks and wearing them.</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
<b>26(c)</b>	<p><b>The issue is whether inequality has any place in a religious community.</b></p> <p>Level 5 answers are likely to <b>contrast the view(s)</b> that many religions teach that God loves all his human creatures equally and that all human beings/members of the religion have equal value (and they should refer specifically to Sikh teachings about equality), which means that religious communities should always promote equality and condemn inequality, <b>with the view(s)</b> that being equal in the sight of God/having equal value as members of a religious community does not mean that there are no differences between individuals, or that each individual is equally capable of performing any role in a religious community, and that in religious communities, as in the rest of society, leadership will need to be entrusted to those whose qualities and qualifications enable them to exercise it effectively.</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.

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

**2 (b) Answers based on Christianity, Hinduism, Islam, Judaism and Sikhism.**

Question Number	Answer
	<p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such teachings as: human beings have a soul as well as a body; God made human beings in his own image, and their lives are valuable and must be respected; human beings have free will, so they can choose to accept or reject God; human nature is sinful, and human beings will be judged after they die.</p> <p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such teachings as: all human beings have an immortal soul (atman), and this is part of Brahman; the individual personality will depend on the predominant quality or guna: goodness, passion or darkness; through the operation of the law of karma, the soul is continually reborn into the world, but if individuals follow an appropriate lifestyle, it is possible for their souls to achieve release (moksha) from the cycle of rebirth and to become one with Brahman.</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such beliefs as: Allah gave human beings the nature and role he chose for them; the life of human beings in this world is a period of trial, during which they must resist the impulses of their egocentric self (nafs), obey Allah and be good stewards of this world; after death, they will be judged, the good will be sent to paradise and the bad to hell.</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such beliefs as: the Almighty created human beings in his own image; some Jews emphasise the unity of body and soul in human beings, and some Jews believe in resurrection of the dead; other Jews believe in the immortality of the soul, and that the soul goes straight to heaven after death; human nature involves a struggle between the good and evil inclinations.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such beliefs as: human beings are made up of a body, which belongs to the physical universe, and a soul, which belongs to God; life is a cycle of rebirth, but this can be ended, and human beings can achieve unity with God; to do so, they must follow the teachings of the Gurus, and lead lives of service and meditation.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

**3 (b) Answers based on Buddhism, Hinduism, Islam, Judaism and Sikhism.**

Question Number	Answer
	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such teachings as: human beings, who have not achieved enlightenment, do not understand the true nature of reality; they are in a state of ignorance (avijja) and illusion (kilesa), and have not understood the Buddha's teaching; the three fires of greed, hatred and delusion burn within them, and they harm other people.</p> <p>Level 3 answers, based on <b>Hinduism</b>, are likely to refer to at least <b>two</b> such teachings as; it is the result of ignorance of the true nature of things (avidya); not understanding reality leads to failure to understand that each person's atman (self) is part of the divine Brahman; as well as involving them in the cycle of rebirth, this ignorance can result in people treating others badly.</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such teachings as: human beings have been given freewill, which they can use to do good or evil things; moral evil results from not believing in Allah, and not following the teaching of the Qur'an; moral evil derives from shirk, the sin of associating other things with Allah.</p> <p>Level 3 answers, based on <b>Judaism</b>, are likely to refer to at least <b>two</b> such teachings as: moral evil is part of human sinfulness; moral evil results from disobeying the Almighty; moral evil arises when human beings allow their evil inclinations to get the better of their good ones, leading them to act unjustly towards others.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such teachings as: moral evil is associated with human beings' selfish and materialistic nature (haumai),; as a result, human beings follow their own inclinations, rather than God's will; they are conditioned by self-centredness (manmukh), and so fail to be oriented towards God; they are controlled by illusion (maya) and this leads to the five vices (lust, anger, greed, pride, worldly attachment).</p> <p>Other approaches are possible and must be marked according to the levels.</p>

**6 (b) Answers based on Buddhism, Christianity, Islam, Judaism and Sikhism.**

Question Number	Answer
	<p>Level 3 answers, based on <b>Buddhism</b>, are likely to refer to at least <b>two</b> such teachings as: it is contrary to the third precept, which requires that sexual relationships involve two people loving, and receiving love from, each other; it would prevent development of the six paramitas or qualities (morality, in particular), that an individual needs to achieve enlightenment; it is contrary to the first precept, as it may involve harming another, by causing emotional suffering. Occasionally some Buddhists may take the view that as long as any form of sexual activity avoids causing harm to oneself or others, it may be acceptable.</p> <p>Level 3 answers, based on <b>Christianity</b>, are likely to refer to at least <b>two</b> such teachings as: it is contrary to the teaching that sex should take place between loving couples, in the context of marriage; it is wrong, because it ignores the teaching that human sexuality is a means of strengthening the relationship between a married couple, and enabling them to reproduce and create a Christian family; it is condemned, because it involves the exploitation of others, and debases those who engage in it.</p> <p>Level 3 answers, based on <b>Islam</b>, are likely to refer to at least <b>two</b> such teachings as: Islam teaches that men and women must abstain from any promiscuity; promiscuity would be contrary to the teaching that sex must only take place within marriage, which has been ordained by Allah; promiscuity is also condemned because it gives rise to other evils and destroys families.</p> <p>Level 3 answers, based on <b>Judaism</b> are likely to refer to at least <b>two</b> such teachings as: traditionally, sexual relationships outside marriage, are disapproved of, and they are condemned in the Talmud; some Jews now distinguish between meaningful pre-marital relationships, which can be regarded as sacred, and mere promiscuity; some Jews do not regard homosexual relationships as promiscuous, provided they take place in the context of enduring love and faithfulness.</p> <p>Level 3 answers, based on <b>Sikhism</b>, are likely to refer to at least <b>two</b> such teachings as: it is contrary to the teaching that sexual relationships must take place within marriage; within marriage, two people become one soul in two bodies; sexual promiscuity goes against Sikh teaching about the importance of monogamy and high standards of sexual morality.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

8 (b) Answers based on Buddhism, Christianity, Hinduism, Judaism and Sikhism.

Question Number	Answer
	<p>The question refers to <b>differing</b> attitudes, and Level 3 answers are likely to outline at least <b>two differing</b> attitudes, eg any <b>two</b> of (a), (b) or (c).</p> <p>Answers, based on <b>Buddhism</b>, are likely to refer to such attitudes as: <b>(a)</b> the Buddha taught that people must follow his teachings, in order to escape from the cycle of rebirth, so <b>some</b> Buddhists reject the teachings of other religions; <b>(b) other</b> Buddhists believe that other religions offer insights which will help them to develop their understanding of Buddhist teachings; <b>(c)</b> there are <b>some</b> Buddhists who believe that other religions offer religious truths, which will help them towards enlightenment.</p> <p>Answers, based on <b>Christianity</b>, are likely to refer to such attitudes as: <b>(a) some</b> Christians believe that the only way to God and salvation is through Christianity, and that they should try to convert non-Christians; <b>(b) other</b> Christians believe that God will save the followers of other religions, provided they are sincerely seeking religious truth; <b>(c)</b> there are <b>some</b> Christians who believe that, despite their differences, all religions are paths to God.</p> <p>Answers, based on <b>Hinduism</b>, are likely to refer to such attitudes as: <b>(a) Hindus</b> believe in religious freedom and toleration of other religions; <b>(b)</b> there are different paths to salvation within Hinduism, and <b>some</b> Hindus believe that other religions have valuable teachings and insights; <b>(c) other</b> Hindus believe that Hinduism offers the only path to salvation.</p> <p>Answers, based on <b>Judaism</b>, are likely to refer to such attitudes as: <b>(a) most</b> Jews believe in religious freedom, and they do not try to convert other people to Judaism; <b>(b) some</b> Jews believe that those people who follow teachings that are similar to the Ten Commandments are close to the Almighty; <b>(c)</b> however, <b>many</b> Jews do believe that Judaism is the right path, because they follow the Torah and Talmud.</p> <p>Answers, based on <b>Sikhism</b>, are likely to refer to such attitudes as: <b>(a) Sikhs</b> believe in religious freedom, and regard leading a morally good life as more important than membership of a particular faith; <b>(b) they</b> compare different religions to different boats, all of which will carry their passengers across the river of life, but by different routes; <b>(c)</b> however, while welcoming the followers of other religions to their gurdwaras, <b>most</b> Sikhs recognise real differences between religions, which rule out sharing all aspects of worship.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

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