

Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE  
Religious Studies (4RS0)

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
1 (a)	<ul style="list-style-type: none"> <li>(The principle of) treating animals fairly.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>an example of animals being extended rights.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer
1 (b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>most of the actions that could be considered wrongdoing from stealing and lying, to war and famine can be seen to have the root in human selfishness</li> <li>seeking self-interest could lead to the conclusion that all humans are naturally selfish and as such wrongdoing and inequality are natural consequences of a world inhabited by humans</li> <li>it is possible that some religious people might argue that greed and selfishness replace a person's responsibility to God with a focus on themselves</li> <li>religion tends to be something that demands the harnessing or submission of a person's own self-interests to the will of God, or the betterment of society.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

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

Question Number	Answer
1 (c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• it is a prominent teaching in most religious traditions</li> <li>• one of the biggest questions people have is about the suffering that people experience. If the suffering people go through in this life lies unreconciled then it makes life a very unjust experience where good lies unrewarded and bad unpunished</li> <li>• this life may be seen to lack purpose if it simply comes to an end with no reward for the faithful</li> <li>• it gives them hope and comfort. When a person loses a loved one it is natural to hope that they will see that person again, or that they have gone to a better place. A belief in an afterlife helps a person cope with their loss</li> <li>• the existence of the paranormal suggests that there is an afterlife to which people go.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
1 (d)	<p>The issue is whether there is such a thing as sin.</p> <p>Level 5 answers are likely to contrast the view (s) that:</p> <ul style="list-style-type: none"> <li>• some holy books describe that sin exists</li> <li>• without the reality of sin there was no need for the sacrifice of Jesus making Christianity irrelevant (for example)</li> </ul> <p>with the view (s) that:</p> <ul style="list-style-type: none"> <li>• rules are human creations designed to keep people in their place</li> <li>• concepts of sin are in contradiction therefore there is no consensus as to what constitutes a sin and it is purely subjective.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2(a)	<ul style="list-style-type: none"> <li>• (The belief that) the soul is reborn into another body.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Reincarnation</li> <li>• A belief about the afterlife.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
2(b)	<p>Level 3 answers, based on Christianity, are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• as a part of creation Christians believe that they have been given the role of steward over the animals</li> <li>• exploitation of animals is against the will of God as animals are a part of God's creation and he values each of them</li> <li>• most Christians believe that unnecessary cruelty goes against the belief in the sanctity of life (only God can give and take life)</li> <li>• not everyone is against the use of animals in scientific experimentation</li> <li>• most Christians would accept the use of animals for food.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

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Question Number	Answer
2(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• a scientific worldview holds the premise that future events can be predicted by past events</li> <li>• an example might be human behaviour and characteristics are a result of (or determined by) genes which have the stored inheritance of generations</li> <li>• most people would reject complete, or hard, determinism as it seems to take away all human responsibility</li> <li>• some non-religious people believe in complete freedom of the human will, based on philosophical arguments</li> <li>• experience confirms that human beings are autonomous.</li> </ul> <p>The question is about different attitudes, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

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

Question Number	Answer
2(d)	<p>The issue is whether belief in the immortality of the soul is the only possible explanation for what happens after death.</p> <p>Level 5 answers are likely to contrast the view (s) that:</p> <ul style="list-style-type: none"> <li>• many of the religious views about life after death are based on the premise of the immortality of the soul (for example, in Hindu teaching)</li> <li>• that immortality of the soul is the only way to give purpose to life and retain the importance of the individual.</li> </ul> <p>with the view (s) that:</p> <ul style="list-style-type: none"> <li>• there is no incontestable scientific proof for the existence of the soul</li> <li>• teachings about the afterlife differ among religions</li> <li>• the logical explanation is that nothing happens.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3(a)	<ul style="list-style-type: none"> <li>The removal of a foetus from the womb before it can survive.</li> <li>The purposeful termination of a pregnancy.</li> </ul> <p>Any alternative wording of the above point is acceptable. (2)</p>	<ul style="list-style-type: none"> <li>The ending of a pregnancy.</li> </ul> <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

Question Number	Answer
3(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>people would suggest that by looking at the design of the world a person is able to see the handiwork and existence of a designer which would lead to belief in God</li> <li>examples from nature (such as the carbon cycle) can be used to suggest the “fitting together of pieces” so well as to show a designer and lead to belief in God</li> <li>If the world were not exactly as it is, it would cease to exist with all life forms</li> <li>the fact that there is beauty in the world suggests the existence of God, as the world is not just functional.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

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Question Number	Answer
3(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• people argue that if there was a God and he had created the world, then there would be no such thing as natural evil</li> <li>• there seem to be design flaws inbuilt into the world, an omnipotent and omniscient God would not have allowed these to be</li> <li>• natural evil is more likely to be the result of “accidental” developments in the world from the Big Bang</li> <li>• if God is benevolent, all-powerful and all-knowing, it is hard to see why he does not use his unlimited powers to stop natural suffering</li> <li>• it is hard to see why God allows the good/innocent to suffer as well as the wicked</li> <li>• the reasons that religious people give to explain the existence of natural suffering in the world are unconvincing.</li> </ul> <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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Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
3(d)	<p>The issue is whether agnostics should simply make up their minds about God's existence.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• agnosticism is the only logical and honest conclusion</li> <li>• in reality most people are agnostic to some extent</li> <li>• agnosticism is the safest option</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• there is enough evidence on which to base a conclusion</li> <li>• coming to no decision means that a person does not have to commit to anything</li> <li>• holy books provide evidence for the existence of God (for example, the Qur'an in Islam)</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4(a)	<ul style="list-style-type: none"> <li>• The system of causes and effects within the universe (which suggests a first cause that started the process).</li> <li>• The belief that God is the first cause of the universe</li> </ul> <p>Any alternative wording of the above point is acceptable. (2)</p>	<ul style="list-style-type: none"> <li>• The cosmological argument.</li> <li>• Everything has a cause</li> </ul> <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

Question Number	Answer
4(b)	<p>Level 3 answers, based on Buddhism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• the purpose of life is to seek enlightenment.</li> <li>• life is a struggle to escape the cycle of rebirth.</li> <li>• some Buddhists see the purpose of life is awaken the buddha nature.</li> <li>• the four Noble Truths show the way to overcome suffering which is the purpose of life.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Christianity, are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• the universe (including humans) has been created to worship God.</li> <li>• everything is focussed around developing a relationship with God.</li> <li>• the purpose of life is influenced by the desire to go to heaven.</li> <li>• part of humanity’s purpose is to live life as a test in relationship to others</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Hinduism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• the purpose of life is to achieve moskha.</li> <li>• life is a struggle to escape the cycle of samsara.</li> <li>• the purpose may be to fulfil all the stages of life.</li> <li>• to fulfil the responsibilities and functions of the dharma</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Islam , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• the universe (including humans) has been created to worship Allah.</li> <li>• everything is focussed around developing faith in Allah.</li> <li>• the word Islam means “submission”; hence the whole purpose and meaning of existence to submit to the will of Allah and worship him.</li> <li>• a Muslim should seek to develop the character so that it is directed towards Allah</li> <li>• the greater jihad of this life is to master the soul and develop the character and do good.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

	<p>Level 3 answers, based on Judaism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• the most important purpose is to worship the Almighty.</li> <li>• Judaism focussed around keeping the laws of the Almighty.</li> <li>• For some Jewish people the purpose of life is influenced by the desire to go to heaven.</li> <li>• Some Jewish people’s purpose of life surrounds the maintenance of the Jewish way of life.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Sikhism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• part of life’s purpose is the quest for knowledge</li> <li>• part of life’s purpose is a life of positive action</li> <li>• a Sikh seeks for a good reincarnation and union with God</li> <li>• a Sikh will seek the welfare of others</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>
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Question Number	Answer
4(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• all living things have a right to life meaning that life is an absolute moral right for every living thing and should not be taken away.</li> <li>• as the pinnacle of creation (from a religious or non-religious perspective) it is possible to argue that this right should only be extended in its fullest sense to humans</li> <li>• some holy books teach that humans are made in the image of God</li> <li>• some holy books teach that the human soul is part of God</li> <li>• it can also affect moral choice surrounding issues of life and death if God is the only being who can give and take life.</li> </ul> <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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Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
4(d)	<p>The issue is whether Euthanasia is the kindest approach to the terminally ill.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• when a person is suffering the kindest thing to do is to relieve the pain which can sometimes only be achieved through death</li> <li>• religious teachings suggest the necessity of selfless love which can be shown by those who assist,</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• other approaches such as Hospices are much kinder for all people involved</li> <li>• some religions teach that suffering can serve a cleansing and developmental purpose for the individual (for example, Christianity).</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Level 1	1	For a relevant opinion.
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Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5(a)	<ul style="list-style-type: none"> <li>• Having sexual relations with a number of partners without any commitment.</li> <li>• Sleeping around.</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Having lots of sex.</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
5(b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• family life is important for a secure and safe society</li> <li>• families are able to provide children with teaching and structure</li> <li>• parents should provide an example for their children</li> <li>• there may be an acceptance of non-traditional family types</li> <li>• there is seen to be no reason why unmarried parents (whether a heterosexual or homosexual couple, or a single parent) should not be able to bring up children successfully.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

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Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
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Question Number	Answer
5(c)	<p>Level 4 answers are likely to develop two contrasting reasons such as:</p> <ul style="list-style-type: none"> <li>religious people who teach the importance of celibacy may refer to teachings about the distracting nature of sex from the true purpose of life</li> <li>restrictions may be necessary for the ordained to devote their lives to service</li> <li>examples of religious leaders who have practised celibacy and</li> <li>examples of religious leaders who do not accept celibacy</li> <li>celibacy seems to deny the importance of family life</li> <li>the command of God to procreate</li> <li>the benefits that a healthy sex life can bring to an individual.</li> </ul> <p>The question is about different attitudes, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

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	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
5(d)	<p>The issue is whether genetic engineering is the best way to help couples conceive.”</p> <p>Level 5 answers are likely to contrast the view (s) that:</p> <ul style="list-style-type: none"> <li>• religious people should accept genetic engineering as a way to eradicate diseases</li> <li>• Buddhists should accept genetic engineering as a way of relieving the suffering of childless couples</li> <li>• it removes some of the obstacles to conception and successful pregnancies that could be evident in ‘natural’ methods</li> </ul> <p>with the view (s) that:</p> <ul style="list-style-type: none"> <li>• some religious people regard genetic engineering as trying to take the place of God</li> <li>• it is disrupting the natural order of creation</li> <li>• it could disrupt natural selection.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6(a)	<ul style="list-style-type: none"> <li>• A means of preventing a woman from becoming pregnant.</li> <li>• Deliberate method to prevent pregnancy</li> </ul> <p>Any alternative wording of the above point is acceptable. (2)</p>	<ul style="list-style-type: none"> <li>• An example of contraception.</li> </ul> <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

Question Number	Answer
6(b)	<p>Level 3 answers, based on Buddhism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• remarriage is not an issue within Buddhism.</li> <li>• all relationships have an end and so other relationships begin</li> <li>• if it does not cause suffering then it is fine</li> <li>• some may reject it as celibacy is seen to be a better way</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Christianity, are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• Jesus said that if someone remarries it is committing adultery</li> <li>• remarriage is accepted by many denominations</li> <li>• it is seen as a loving thing to allow remarriage</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Hinduism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• it might go against the householder stage.</li> <li>• the holy texts seem to allow it</li> <li>• it is not seen as the ideal situation.</li> <li>• there are different responses within Hinduism that tend to reflect modern and traditional attitudes</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Islam , are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> <li>• Islam sees marriage as a contract, as such remarriage is accepted by most Muslims.</li> <li>• following divorce Muslims are free to marry someone else</li> <li>• the husband must provide for his wife and children until she remarries</li> <li>• they cannot marry each other at any time in the future unless she has been married to someone else in between.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Judaism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• Judaism sees marriage as a contract, as such remarriage is accepted by most Jewish people.</li> </ul>

	<ul style="list-style-type: none"> <li>• Jewish law prohibits a man from remarrying his ex-wife after she has married another man</li> <li>• Kohanim cannot marry divorcees at all.</li> <li>• if a woman receives a legal divorce but not a get, then remarries she is considered to be living in adultery.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Sikhism, are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• the Rehit Maryada states in normal circumstances, no Sikh should marry a second wife if the first wife is alive.</li> <li>• in some very extreme, abnormal or rare circumstances marital breakdown, the Sangat or Panj Pyaare can give permission to someone to re-marry</li> <li>• one gets to get remarried, they can get remarried with the Anand Kaaraj ceremony</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.



Question Number	Answer
6(c)	<p>Level 4 answers are likely to develop two contrasting reasons such as:</p> <ul style="list-style-type: none"> <li>• some religious people believe that it is in the best interests of the children</li> <li>• there are passages in scripture which suggest that divorce and remarriage could be accepted</li> <li>• marriage is a contract and therefore can be ended</li> <li>• it has become more acceptable in society.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
6(d)	<p>The issue is whether everyone should accept civil partnerships.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>homosexual couples are entitled to the same rights as heterosexual couples</li> <li>homosexual relationships are as fulfilling and committed as heterosexual ones</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>some Christians believe that homosexuality is a sin and should not be condoned by the state</li> <li>civil partnerships are not sufficient and homosexual couples should be allowed to marry.</li> </ul> <p>They will then come to a personal conclusion. Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
7(a)	<ul style="list-style-type: none"> <li>Treating people less favourably because of their race/ gender/ colour/ class/ disability.</li> <li>Putting prejudice into action</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>An example of discrimination</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<ul style="list-style-type: none"> <li>Prejudice</li> </ul> <p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
7(b)	<p>Level 3 answers are likely to outline at least two such attitudes as:</p> <ul style="list-style-type: none"> <li>non-religious people may believe that humans are equal and as such have entitlement to human rights</li> <li>human rights are important to the maintenance of a harmonious society</li> <li>humans should protect the human rights of others as if they were their own</li> <li>some may believe that interpretation of certain human rights can go too far and that there needs to be a sensible approach</li> <li>some human rights can conflict with each other.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

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

Question Number	Answer
7(c)	<p>Level 4 answers are likely to develop two ways such as:</p> <ul style="list-style-type: none"> <li>• religions can hold “open” events where the local community come and experience and learn about some of the traditions of the religion</li> <li>• proselytization can be done in a way that is not divisive and heavy handed</li> <li>• religions can participate fully in organised Inter-faith councils and activities</li> <li>• particular teachings encourage people to love and respect people from all backgrounds.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
7(d)	<p>The issue is whether women should have equal rights in society.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• some religions teach that men and women should have equal status (for example Sikhism)</li> <li>• women are able to fulfil the same responsibilities as men in society.</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• examples can be found in different religions where it is taught that women should be treated differently</li> <li>• women and men have different roles and do not need equal rights.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8(a)	<ul style="list-style-type: none"> <li>• (The belief that) only one religion is true and avoiding people who follow other religions</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• A belief that other religions are wrong</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
8(b)	<p>Level 3 answers, based on Buddhism, are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• racism goes against the principle of right speech.</li> <li>• racism goes against the principle of not harming any living thing</li> <li>• there is no racial division in the sangha</li> <li>• Buddhists should avoid seeking the suffering of others</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Answers based on Christianity are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> <li>• Paul taught that all races and nations are the same</li> <li>• Jesus taught the importance of loving everybody and condemned name calling</li> <li>• examples of religious figures such as Martin Luther King show the teaching of Jesus in action</li> <li>• the Old Testament teaches that justice should be given equally to the foreigner</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>Level 3 answers, based on Hinduism, are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• examples of people such as Gandhi who fought against it.</li> <li>• it goes against the principle of ahimsa</li> <li>• humanity is descended from a common ancestor, Manu</li> <li>• all life is interconnected and has a spark of Brahman</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

	<p>Level 3 answers, based on Islam , are likely to outline at least two such teachings as:</p> <ul style="list-style-type: none"> <li>• Muhammad taught that racism is wrong.</li> <li>• the Qur'an teaches that the different races are to be celebrated</li> <li>• the Qur'an teaches that humanity is descended from the same family</li> <li>• the Hajj shows the equality of all races.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Judaism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• the Torah teaches that all should be treated equally in the law.</li> <li>• as the victims of racism Jewish people are aware of the suffering it causes</li> <li>• the Torah teaches that humanity is descended from the same family.</li> <li>• the Almighty does not look on the outer person, but on the inner</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Sikhism , are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>• The clay is the same, but the Fashioner has fashioned it in various ways.</li> <li>• Sikhism teaches the equality of all</li> <li>• Guru Nanak rejected all form of division among people</li> <li>• the langar meal is designed to be inclusive of all</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>The question is about both benefits and problems, so Level 3 answers must refer to at least two benefits and one problem, or two problems and one benefit.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
8(c)	<p>Level 4 answers, are likely to develop two teachings such as:</p> <ul style="list-style-type: none"> <li>• some religions regard part of their stewardship of the world to look after the poor and needy.</li> <li>• the Golden Rule, which is common among many religions, teaches that people should treat other people as they would like to be treated.</li> <li>• by showing their love and care for others they are showing their love and care to God.</li> <li>• By caring for other people some religions see it as a way to develop positive karma.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.



Question Number	Answer
8(d)	<p>The issue is whether people will always be biased against the disabled.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• disability awareness has increased over the recent past with laws being passed to outlaw disability discrimination</li> <li>• religions teach about the equality of humanity (for example Judaism)</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• there are some jobs that disabled people are physically unable to do</li> <li>• bias is based on ignorance and humanity is intrinsically ignorant.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to at least one named religion.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

## PART 2: THE RELIGIOUS COMMUNITY

### BUDDHISM

Question Number	Answer
9(a)	<p>Level 4 answers are likely to refer to two such teachings</p> <ul style="list-style-type: none"><li>• monks gain merit through serving lay people</li><li>• through the service of the lay people of providing gifts of food, clothing and medicine lay people can be included in the meaning of sangha</li><li>• monks and nuns ensure that Buddhism carries on as a living religion by meditating, studying the scriptures, teaching Buddhism to others, offering advice on the basis of Buddhist principles</li><li>• they perform Buddhist ceremonies on behalf of the laity.</li></ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
9(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"><li>• it provides Buddhists with a means of overcoming suffering</li><li>• they are part of the fundamental teaching from which all other Buddhist teachings have developed</li><li>• they are central beliefs in all Buddhist traditions/schools</li><li>• they underpin all Buddhist ethics</li><li>• it enables a Buddhist to attain enlightenment.</li></ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
9(c)	<p>The issue is whether the vihara is only important for Buddhist devotion.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>the vihara is the centre of Buddhist devotion and is therefore only important for this reason</li> <li>as a place of worship the festivals, celebrations and classes will all be centred around the vihara.</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>viharas provide a service to all of the local community through meditation classes</li> <li>the vihara can provide interest free loans</li> <li>the vihara can provide a place of hospitality.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
10(a)	<p>Level 4 answers are likely to refer to named objects such as rupas, mandalas, flowers, prayer wheels, and then outline ways in which Buddhists today may use them in worship, such as:</p> <ul style="list-style-type: none"> <li>• meditating on a particular aspect shown by the rupa</li> <li>• using the rotation of the prayer wheel to focus the mind</li> <li>• the use of a mandala may enable them to reflect on various aspects of the meditative process or cycle of rebirth.</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
10(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• Kapilivastu was the area where the Buddha spent the first part of his life</li> <li>• reference to specific events may also be made, for example where the Buddha first went into a meditative state while watching a plough.</li> <li>• Bodh Gaya is the place where it is believed the Buddha attained enlightenment</li> <li>• Bodh Gaya is the place where the Mahabodhi Temple Complex is located.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Answers which do not refer to both Kapilivastu and Bodh Gaya cannot go above level 2</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
10(c)	<p>The issue is whether every part of the Buddha's life shows people how they should live their own lives.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• examples such as the hedonistic early life provides no example to follow</li> <li>• the life of the ascetic proved fruitless</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• each part of his life provides either a positive or negative example</li> <li>• the enlightenment of the Buddha provides an example to others on how this can be attained.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
11(a)	<p>Level 4 answers are likely to outline such ways as:</p> <ul style="list-style-type: none"> <li>• Buddhists might visit the viharas and monasteries and listen to talks about the Buddha.</li> <li>• they might take the opportunity to teach others about the life of the Buddha.</li> <li>• in preparation for Wesak, homes will be cleaned and decorated with flowers.</li> <li>• worshippers will go to the vihara before dawn to meditate and listen to the Five Precepts.</li> <li>• the Buddha is often bathed in scented water</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
11(b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• the Vinaya lays down the rules for the Sangha which is a crucial part of Buddhist society and as such might lead to enlightenment</li> <li>• they show an example of how to live the Buddha's teachings</li> <li>• they lay the foundation for the religion and practice of Buddhism</li> <li>• they encourage Buddhists to live the qualities the Buddha lived and taught.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>



Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
11(c)	<p>The issue is whether the Dhammapada is out of date.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• it was written thousands of years ago</li> <li>• the problems the Buddha faced are out of step with today's materialistic world</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• it is timeless as it contains spiritual insights which assist a person on the path to Nibbana</li> <li>• it outlines basic Buddhist beliefs such as kamma</li> <li>• it describes the aim of following the path to buddhahood.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3 answers must give an opinion, refer to another point of view, and refer to Buddhism.</p> <p>To go beyond Level 4 answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

## CHRISTIANITY

Question Number	Answer
12(a)	<p>Level 4 answers are likely to outline such ways of using the Bible as:</p> <ul style="list-style-type: none"> <li>• the Bible is used as a basis for personal prayer and worship</li> <li>• the Bible can be used as part of all forms of instruction and education within the denomination</li> <li>• the Bible also forms an important part of congregational worship and will be read in services</li> <li>• the Bible may be read in family worship to teach the family and bring them together.</li> </ul> <p>An answer that does not refer to a named denomination cannot go above level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
12(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• Bethlehem is the place where Jesus was born,</li> <li>• Jerusalem was the place where Jesus taught and died</li> <li>• as a penance, sometimes people feel that to show remorse for sins, they might gain special merit by visiting Bethlehem or Jerusalem</li> <li>• it is important to follow literally the footsteps of Jesus, for example following the steps of Jesus in the Via Dolorosa in Jerusalem</li> <li>• there are also churches in both places that celebrate the various events associated with them.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Answers which do not refer to both Jerusalem and Bethlehem cannot go above level 2</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
12(c)	<p>The issue is whether Easter is the most important Christian festival.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• Easter celebrates the resurrection of Jesus which is the most important event of his life</li> <li>• the events of the first Easter make it possible for humanity to be reconciled to God.</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• Christmas celebrates the Incarnation and is therefore more important</li> <li>• Christmas is celebrated more widely.</li> </ul> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
13(a)	<p>Level 4 answers are likely to outline such activities as:</p> <ul style="list-style-type: none"> <li>• the parents and godparents answer questions not only for themselves, but also in the name of the child</li> <li>• holy water is poured from the font onto the child's head by the priest while the priest says the baby's name</li> <li>• the priest says: 'I baptise you in the name of the Father, and of the Son, and of the Holy Spirit.'</li> <li>• some Christian traditions immerse the child three times in the font</li> <li>• the child is anointed with oil.</li> </ul> <p>Answers which give answers based on an adult or older child's baptismal service should also be credited.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
13(b)	<p>Level 4 answers are likely to develop such ways as (using Paul as an example):</p> <ul style="list-style-type: none"> <li>• Paul was hugely responsible for the spread of Christianity to non Jews</li> <li>• Paul undertook great missionary travels which spread Christianity through the Roman Empire.</li> <li>• Paul visited many places and encouraged the groups of believers they found in the faith</li> <li>• they put into place leaders called elders who would help those younger in the faith learn more about Jesus.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
13(c)	<p>The issue is whether the healings of Jesus prove that he is the Son of God.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• John's purpose in writing about the miracles (signs) was to show that Jesus is the Son of God (John 20: 30-31).</li> <li>• nobody but the Son of God could have done such things.</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• the miracles cannot be verified today</li> <li>• there are natural explanations for each of these events.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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



Question Number	Answer
14(a)	<p>Level 4 answers will outline from examples such as Jesus healing the paralysed man and the raising of Jairus' daughter:</p> <ul style="list-style-type: none"> <li>• Jesus had compassion</li> <li>• Jesus was able to heal</li> <li>• Jesus had authority from God</li> <li>• Jesus responded to people's faith</li> <li>• Jesus disregarded criticism of what he was doing</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
14(b)	<p>Level 4 answers will develop such teachings as:</p> <ul style="list-style-type: none"> <li>• the conscience can be thought of as a voice within that helps them to decide how to behave</li> <li>• it will often tell a person to do the right thing when they want to do the wrong thing.</li> <li>• Christians may say it is the Voice of God telling them what to do</li> <li>• In some denominations the conscience might be seen to have a greater degree of authority than in others where the authority is viewed in a much more external way.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
14(c)	<p>The issue is whether the design and appearance of a church should be as simple as possible.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• it is place of worship and as such does not need to be ornate</li> <li>• that money spent on churches could be better spent helping the poor</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• a church is to celebrate the majesty of God</li> <li>• each of the adornments help a person learn more about God (eg stained glass windows).</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Christianity.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

## HINDUISM

Question Number	Answer
15(a)	<p>Level 4 answers are likely to outline such events in the stories of Rama as:</p> <ul style="list-style-type: none"> <li>• his response to his expulsion from the kingdom</li> <li>• his relationship with Sita</li> <li>• his devoted search for Sita</li> <li>• the battle with Ravana</li> <li>• the return to his kingdom</li> </ul> <p>how these show the various characteristics Hindus should emulate.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
15(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• the city was founded by Lord Shiva</li> <li>• it is one of the principal places where Shiva is worshipped and is known as the city of temples</li> <li>• it is one of the seven cities where, if a devout Hindu dies and is cremated there, they will automatically gain moksha</li> <li>• it is on the banks of the Ganges which is the most sacred river for many Hindus</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
15(c)	<p>The issue is whether Krishna is only important as an avatar of Vishnu.</p> <p>Level 5 answers are likely to contrast the view (s) that:</p> <ul style="list-style-type: none"> <li>• as a part of the trimurti, Vishnu is one of the most worshipped deities</li> <li>• in essence worshipping Krishna is only worshipping Vishnu</li> <li>• Krishna embodies one of the human forms of Vishnu and therefore makes Vishnu more accessible to devotees</li> </ul> <p>with the view (s) that:</p> <ul style="list-style-type: none"> <li>• Krishna is worshipped as an individual deity</li> <li>• Krishna provides devotees with an example of certain characteristics that may not immediately be associated with other avatars of Vishnu</li> <li>• In the Gita, Krishna is viewed as the supreme lord</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
16(a)	<p>Level 4 answers are likely to outline such examples as:</p> <ul style="list-style-type: none"> <li>• the decoration of the temple reminds the worshipper of the god they are worshipping and their special qualities</li> <li>• at the entrance to the temple there is a small shrine which houses the guardian of the deity, which is usually the vehicle of the deity</li> <li>• the mandapa where worshippers can sit</li> <li>• a bell within the mandapa to let the deity know that the worshipper has arrived</li> <li>• the garba-griha or the room where the shrine to the deity is</li> <li>• the murtis representing the individual deities.</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
16(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• the Code of Manu provides Hindus with a “way of living”</li> <li>• it is the discourse of Manu- the progenitor of humanity</li> <li>• it provides the basis for society such as the varnas</li> <li>• it became the point of reference for all later scripture.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.



Question Number	Answer
16(c)	<p>The issue is whether Hindus have every right to enjoy kama (the pleasures of life).</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• kama is a proper value in the householder stage in life</li> <li>• married Hindus are encouraged to enjoy each other and family life</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• this value is not appropriate for the other stages of life</li> <li>• kama is properly expressed and controlled within marriage</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
17(a)	<p>Level 4 answers are likely to outline such practices as:</p> <ul style="list-style-type: none"> <li>• taking pleasure in listening, chanting or singing the divine names or the glories of the deity</li> <li>• remembering the deity by concentrating or fixing ones mind on the murti</li> <li>• making offerings to the murti</li> <li>• sitting at the feet of the deity or at the feet of his servants (one's guru)</li> <li>• worshipping the supreme in his or her visible form.</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
17(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• water is of special significance in Hinduism because of its use in rituals and because of the stress given to cleanliness</li> <li>• bathing has religious significance, especially in rivers considered sacred.</li> <li>• Mother Ganga (the Ganges) is considered to purify the bather of bad karma.</li> <li>• Most rivers are considered female and are personified as goddesses.</li> <li>• The famous story of the descent of Ganga-devi is connected with Vishnu and with Shiva, who is depicted with the Ganges entering the locks of his hair.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
17(c)	<p>The issue is whether the Bhagavad Gita is just a collection of stories.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• the Bhagavad Gita is used by most Hindus as a source of stories</li> <li>• the focus on stories of Krishna are re-enacted throughout Hindu communities</li> <li>• the context of the teaching of the Gita is on the story of the Mahabharata</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• as a holy book the teachings about the nature of God and humanity are the important message</li> <li>• meditation on this scripture can help a Hindu worship and live their lives in a better way.</li> <li>• A central part of the Gita is its teaching about the three paths to moksha</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Hinduism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

## ISLAM

Question Number	Answer
18(a)	<p>Level 4 answers are likely to outline such roles as:</p> <ul style="list-style-type: none"> <li>• the leading of prayers</li> <li>• at the jum'ah prayers the imam will give a sermon to focus on different aspects of living life in submission to Allah</li> <li>• he will often run the madrasah (Mosque school) teaching children to read the Qur'an in Arabic and how to pray</li> <li>• he gives advice and counselling to members of the community.</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
18(b)	<p>Level 4 answers are likely to develop such reasons as</p> <ul style="list-style-type: none"> <li>• it purifies the soul of the person who is giving.</li> <li>• it stops him or her from being greedy and building their life upon a love of money</li> <li>• through zakah they are given a reminder that everything comes from Allah in the first place- and still belongs to Him</li> <li>• paying zakah is a test of honesty - Muslims cannot live honestly with themselves if they do not pay zakah</li> <li>• they know they will have to answer to Allah on the Day of Judgment.</li> <li>• it helps to support the needy in the Muslim community</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
18(c)	<p>The issue is whether Makkah is the only place which is really important for Muslims</p> <p>Level 5 answers are likely to contrast the view (s) that</p> <ul style="list-style-type: none"> <li>• as the centre of the Hajj it is the only city which it is prescribed to visit</li> <li>• it is the city which has the ka'ba the holiest place of Islam,</li> </ul> <p>with the view (s) that</p> <ul style="list-style-type: none"> <li>• Madinah is an additional place which many people visit to remember the Prophet Muhammad</li> <li>• the Dome of the Rock suggests that Jerusalem is also significant.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
19(a)	<p>Level 4 answers are likely to outline such practices as:</p> <ul style="list-style-type: none"> <li>• the killing of animals in a halal way for meat</li> <li>• the importance of dressing in a halal way - Islam does not allow that a man should cast eyes upon women except his own wife in full gaze.</li> <li>• men and women are to dress modestly</li> <li>• the importance of diet therefore eating fruits, vegetables and avoiding alcohol.</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
19(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• they are seen as model Muslim leaders</li> <li>• they were all close companions and relatives of Muhammad</li> <li>• they helped spread Islam</li> <li>• the Caliph was the head of the Muslim community and his primary responsibility was to continue in the path of the Prophet</li> <li>• the Caliph made all laws in accordance with the Qur'an and the Sunnah.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>



Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
19(c)	<p>The issue is whether prayer should be an individual act of worship.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>praying together at Jum'a prayers helps to strengthen the sense of common religious belief and identity</li> <li>worshipping together is a key feature in the support and development of the umma</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>what matters most is that the individual is faithful and obedient to Allah</li> <li>prayer is often carried out by an individual on their own, especially through du'a</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
20(a)	<p>Level 4 answers are likely to outline such events as:</p> <ul style="list-style-type: none"> <li>• Muhammad was concerned about the state of the world and often spent time praying to Allah for guidance</li> <li>• Muhammad received the first revelation on Mt Hira on the Night of Power</li> <li>• candidates may include a description of this event</li> <li>• the Prophet received further revelations during his lifetime</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
20(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• the repeating of the shahadah begins a child's education in the faith</li> <li>• some rites were prescribed by the Prophet or followed his practice</li> <li>• circumcision follows the practice of the Prophet</li> <li>• killing an animal and sharing it with others gives thanks to Allah</li> <li>• a number of different practices within the Muslim community are associated with the birth of a child.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
20(c)	<p>The issue is whether the mosque is only important as a meeting place.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• in Islam, community is important and the mosque brings the community together</li> <li>• as a place of meeting in the west a mosque enables Muslims to strengthen their belief and identity</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• in Islam, it is most important as a place of prostration</li> <li>• it is important as a place to be taught Islam.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Islam.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

## JUDAISM

Question Number	Answer
21 (a)	<p>Level 4 answers are likely to outline such events as:</p> <ul style="list-style-type: none"> <li>• his willingness to return to Egypt to free the Hebrews</li> <li>• his prayer for the reception of manna</li> <li>• the holding of the staff among all of the serpents</li> <li>• the striking of the rock for water</li> <li>• the parting of the Red Sea.</li> </ul> <p>and how these events showed his faith in the Almighty</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
21 (b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• it is the site of the various constructions of the Temple</li> <li>• it is the centre of the land given to Abraham by the Almighty</li> <li>• the Western Wall is in Jerusalem</li> <li>• it is the site of many important events within Judaism.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
21(c)	<p>The issue is whether Yom Kippur is the most important occasion in the Jewish year.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• as the Day of Atonement it is the holiest of all the Jewish holy days</li> <li>• it is so important that it is celebrated by many secular Jews who may not observe other holy days</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• Shabbat as a weekly reminder of faith is more important</li> <li>• Pesach may also remind Jewish people more of the involvement of the Almighty in the preservation of the chosen people.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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



Question Number	Answer
22(a)	<p>Level 4 answers are likely to outline such roles as:</p> <ul style="list-style-type: none"> <li>• The rabbi is first and foremost the person who teaches Torah to the Jewish community</li> <li>• rabbis lead spiritual services, such as Shabbat services and High Holy Day services on Rosh HaShanah and Yom Kippur</li> <li>• rabbis will also officiate at life-cycle events such as Bar Mitzvahs and Bat Mitzvahs, baby naming ceremonies, weddings and funerals</li> <li>• rabbis will be a source of guidance and comfort within the community</li> <li>• in some Orthodox communities he will be responsible for ensuring kitchens follow the laws of kashrut.</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
22(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• they are “the Fundamental Principles” of the rabbis who put together the Mishnah</li> <li>• their teachings are based on the Torah and the Talmud</li> <li>• they provide teachings on which Jewish people can base their ethical practices.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
22(c)	<p>The issue is whether the synagogue is just a place of worship.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• the synagogue's primary purpose is as a place of worship</li> <li>• the layout of the building is purely designed for the purpose of worship</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• some Jewish people will also see it as a place of meeting for the community</li> <li>• it is a school where young Jewish people are taught about their faith.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
23(a)	<p>Level 4 answers are likely to outline such activities as</p> <ul style="list-style-type: none"> <li>• it is usually held in a synagogue or in the home on the eighth day from the baby's birth</li> <li>• it is usually performed in the morning, but it may be performed any time during daylight hours</li> <li>• the kvatter carries the baby from the mother to the father, who in turn carries him to the mohel.</li> <li>• the circumcision is performed</li> <li>• passages from scripture are read to praise the Almighty and request the permission of the Almighty, the Torah, Kohanim and distinguished people present to proceed</li> <li>• special prayers are recited which request that the Almighty bless the parents of the baby, and help them raise him wisely</li> <li>• after the ceremony, a celebratory meal takes place.</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
23(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• its teachings are based on the Torah</li> <li>• it is the written commentary of some of the wisest rabbis</li> <li>• for most orthodox Jewish people it is the basis of their daily practices.</li> <li>• It embodies the updating principle of Judaism</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
23(c)	<p>The issue is whether all Jewish people should visit Masada.</p> <p>Level 4 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• a visit to Masada is not prescribed anywhere</li> <li>• a Jewish person should be more concerned with living a Jewish life and following the mitzvot that are required</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• a Jewish person may receive added strength by visiting a place of such importance</li> <li>• remembering the people who died at Masada ensures their sacrifice was not in vain.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Judaism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

## SIKHI SM

Question Number	Answer
24(a)	<p>Level 4 answers will outline such ways as:</p> <ul style="list-style-type: none"> <li>• Gudwaras are decorated and visited</li> <li>• parades, dancing and singing happen throughout the day</li> <li>• many Sikhs choose to be initiated into the Khalsa brotherhood on this day</li> <li>• the festival is marked with processions through the streets</li> <li>• processions are led by traditionally dressed Panj Piaras</li> <li>• the Guru Granth Sahib will be carried in the procession in a place of honour.</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
24(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• it was founded by Guru Amar Das</li> <li>• it is the site of the Golden Temple and the Akal Takht</li> <li>• the original copy of the Guru Granth Sahib is kept here</li> <li>• it is the site of a memorial to those massacred by a British army in 1919.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.



Question Number	Answer
24(c)	<p>The issue is whether the gurdwara gives Sikhs their sense of identity.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>the Gurdwara is the house of the Guru Granth Sahib from which Sikh identity springs</li> <li>the central teaching of sewa is evidenced in the langar and provides Sikhs with their identity</li> </ul> <p>with the view(s) that,</p> <ul style="list-style-type: none"> <li>it is their history rather than a place that gives them their sense of identity</li> <li>the 5Ks provide a visible sense of identity.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
25(a)	<p>Level 4 answers are likely to outline such ways as:</p> <ul style="list-style-type: none"> <li>• providing, cooking or serving food in the langar kitchen</li> <li>• any form of voluntary service which shows giving with no thought of reward</li> <li>• it applies particularly to giving basic service in the Gurdwara</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
25(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• it commemorates the founding of the Khalsa in 1699</li> <li>• it initiates a Sikh as a member of the khalsa</li> <li>• it brings the community of Sikhs together</li> <li>• it is a rite of passage in the development of a Sikh's sense of identity.</li> </ul> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
25(c)	<p>The issue is whether the Guru Granth Sahib is only important at times of worship and celebration.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>the Guru Granth Sahib is most commonly used at times of worship and celebration</li> <li>it is “put away” for certain parts of the day</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>the teachings of the Guru Granth Sahib are important in a Sikh’s everyday life</li> <li>as the teachings of the Gurus it contains spiritual guidance.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1	For a relevant opinion.
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Level 3	3	For a basic for and against, or a reason supported by religious/moral evidence.
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Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Answer
26(a)	<p>Level 4 answers are likely to outline such ways as:</p> <ul style="list-style-type: none"> <li>• celebrating Gurburbs with an akhand path- a complete and continuous reading of the Guru Granth Sahib</li> <li>• Gurdwaras are decorated with flowers, flags and lights, and Sikhs dress up in new or smart clothes and join together for special services.</li> <li>• Hymns are sung from the Guru Granth Sahib, poems are recited in praise of the Gurus and there are lectures on Sikhism.</li> <li>• there are processions where the Sikh Scripture is paraded around</li> <li>• five people representing the first five members of the Khalsa (the Panj Piaras or Five Beloved Ones) head the procession carrying the Sikh flag.</li> </ul>

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Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-5	For basic relevant knowledge, presented within a limited structure.
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Level 4	9-10	For a comprehensive outline/description, deploying specialist vocabulary appropriately within a coherent structure.

Question Number	Answer
26(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• he was the founder of the khalsa</li> <li>• he nominated the Guru Granth Sahib as the living Guru after his death</li> <li>• as one of the Ten Gurus he provides an example and teachings for Sikhs to follow.</li> </ul> <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>

	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-5	For a basic explanation, showing understanding of a relevant idea.
Level 3	6-8	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	9-10	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
26(c)	<p>The issue is whether the granthi is the most important source of authority in the Sikh community.</p> <p>Level 5 answers are likely to contrast the view (s) that</p> <ul style="list-style-type: none"> <li>• being knowledgeable about the Guru Granth Sahib enables him to provide guidance and teachings</li> <li>• he is recognised as an important source by many Sikhs</li> </ul> <p>with the view (s) that</p> <ul style="list-style-type: none"> <li>• the Guru Granth Sahib is far more important than a person interpreting it</li> <li>• the lives of the Gurus are better sources of authority.</li> </ul> <p>They will then come to a personal conclusion.</p> <p>Other approaches are possible and must be rewarded accordingly.</p> <p>To go beyond Level 3, answers must give an opinion, refer to another point of view, and refer to Sikhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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