



# **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel International GCSE

In Religious Studies (4RS0) Paper 01

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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.

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

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 spiritual or non-material part of a person</li> <li>• a person's spirit</li> <li>• the eternal part of a person</li> <li>• the part of a person that lives on after death</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>• the part of a person that lives on</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, based on Christianity, are likely to outline at least two such beliefs as:</p> <ul style="list-style-type: none"><li>• humanity is judged by God</li><li>• humans are resurrected</li><li>• humans receive either a place in heaven or hell</li></ul> <p>Other approaches are possible and must be marked according to the levels.</p> <p>Level 3 answers, based on Buddhism, are likely to outline at least two such ways as:</p> <ul style="list-style-type: none"><li>• rebirth into another lifeform</li><li>• parinibbana can only happen at the death of a person</li><li>• there are different realms of rebirth</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 ways as:</p> <ul style="list-style-type: none"><li>• some Jews believe that humans are resurrected</li><li>• humans receive either a place in heaven or hell</li><li>• some Jews would recognise the afterlife as a state of non-existence</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 ways as:</p> <ul style="list-style-type: none"> <li>• the atman is reincarnated</li> <li>• the goal is attain moksha or freedom from reincarnation</li> <li>• the cycle of samsara is driven by karma</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 ways as:</p> <ul style="list-style-type: none"> <li>• the soul is reincarnated</li> <li>• the soul is united with Waheguru</li> <li>• karma affects the rebirth of the soul</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 ways as:</p> <ul style="list-style-type: none"> <li>• humans is judged by Allah</li> <li>• humans are resurrected</li> <li>• humans receive either a place in Paradise or hell</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
1 (c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• it is self-evident that humans have the freedom to choose</li> <li>• to take away human responsibility would be to undermine the justice system</li> <li>• without human responsibility it would be impossible for society to function</li> <li>• evolutionary biology suggests a genetic cause of traits rather than actions always being the result of choice.</li> </ul> <p>The question is about different views, and answers which refer to only one attitude cannot go beyond Level 2.</p> <p>Answers which describe, rather than explain, will not go beyond Level 1.</p> <p>Other approaches are possible and must be marked according to the levels.</p>

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

Question Number	Answer
1 (d)	<p>The issue is whether greed is inevitable in the world.</p> <p>Level 5 answers are likely to contrast the view (s) that :</p> <ul style="list-style-type: none"> <li>• human beings naturally seek their own self interest</li> <li>• history shows that greed has always been a part of human society</li> <li>• greed is a natural part of a society based on materialism that cannot be controlled</li> </ul> <p>with the view (s) that:</p> <ul style="list-style-type: none"> <li>• that human beings are capable of altruism</li> <li>• the desire for the common good may deter human beings from greed</li> <li>• Christianity teaches that the love of money is the source of all evil</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) time has a beginning and an end, and that human beings live only once on earth</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 a linear view of existence e.g. Christian views about resurrection</li> <li>Life has a beginning and an end</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 are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>humanity was given responsibility to look after animals</li> <li>animals should not be harmed as they have a soul that is part of the universal spirit</li> <li>animals can be used responsibly for food as they were given as a gift from God</li> <li>religious people might accept that animals can be used to save the life of a human, for example in medical testing</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

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Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
2 (c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• holy books provide different explanations about the origins of the universe</li> <li>• some religious believers accept modern science and would see creation 'stories' as metaphorical</li> <li>• some religious believers always accept a literal interpretation of scripture even when contradicted by science</li> <li>• some religions teach that the nature of the origins of the universe and creation is unimportant and a distraction</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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	0	No rewardable material.
Level 1	1-2	For a simple, appropriate and relevant idea.
Level 2	3-4	For a basic explanation, showing understanding of a relevant idea.
Level 3	5-6	For a developed explanation, showing understanding of the main idea(s), using some specialist vocabulary.
Level 4	7-8	For a comprehensive explanation, showing a coherent understanding of the main idea(s) and using specialist language appropriately.

Question Number	Answer
2(d)	<p>The issue is whether physicalism is the only sensible way to explain the world.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• people can only be certain of the existence of things that are accessible to their senses</li> <li>• there is no conclusive evidence of the existence of the human soul, which supports a physicalist view of the universe</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• in Buddhism the Buddha's experience under the Bodhi tree shows the reality of the non-physical world</li> <li>• a non-material world helps people make sense of existence and unexplained phenomena</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 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3(a)	<ul style="list-style-type: none"> <li>natural features of the world which cause suffering, and which have nothing to do with human beings</li> <li>suffering not caused by humanity</li> </ul> <p>Any alternative wording of the above point is acceptable. (2)</p>	<ul style="list-style-type: none"> <li>example(s) of natural suffering</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>it is the belief that there is no other like God</li> <li>the 'one' God is without equal as he is omnipotent and omniscient</li> <li>some religions may suggest that while God is one there are different ways of knowing 'him'</li> <li>monotheism suggests to believers that nothing, including riches, should come before worship of God.</li> </ul> <p>Other approaches are possible and must be marked according to the levels.</p>

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Level 1	1-2	For an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
3(c)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>it is logical when religious people look at the world around them</li> <li>the belief in infinite regress is not possible</li> <li>it is supported by scripture and the writings of religious leaders</li> <li>it provides an explanation for the universe that is compatible with science</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
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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
3(d)	<p>The issue is whether agnosticism is the only logical conclusion to the issue of the existence of God.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• there are too many conflicting teachings about the nature of God</li> <li>• the conflict between what religions teach and the actions of their adherents</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• it ignores the religious experiences of millions of humans in history in Judaism the belief in shekinah is evident in the daily life of Jews</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 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a)	<ul style="list-style-type: none"> <li>being released from the limitations of human existence and sin to eternal life with God</li> <li>being saved from sin</li> <li>receiving eternal life in heaven</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>being saved</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
4 (b)	<p>Level 3 answers are likely to outline at least two such ideas as:</p> <ul style="list-style-type: none"> <li>all living things have a right to life</li> <li>the mother's life takes precedence over all other considerations</li> <li>because of the importance of human life abortion should only be used in exceptional circumstances</li> <li>life begins at conception and suggests that abortion should not be accepted</li> </ul> <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 an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
4 (c)	<p>Level 4 answers are likely to develop two such ways as:</p> <ul style="list-style-type: none"> <li>• they enable people to feel a closeness to the divine</li> <li>• they share characteristics with famous conversion experiences</li> <li>• it is a way that God intervenes directly in human experience</li> <li>• it increases faith in the person who receives it</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
4(d)	<p>The issue is whether there is no evidence for design in the universe.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• it is a flawed design</li> <li>• design is an attempt of the mind to place order on the universe where none exists</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• the way the universe works suggests a designer similar to the God of Christianity</li> <li>• William Paley outlined the watch analogy to suggest a designer</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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	0	No rewardable material.
Level 1	1	For a relevant opinion.
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Level 4	4	For a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view.
Level 5	5	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving a balanced account of an alternative point(s) of view to reach a personal conclusion, based on their evaluation of both sides of the issue.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5 (a)	<ul style="list-style-type: none"> <li>• mother, father and children living as a unit</li> <li>• the 'traditional' family unit</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• examples of a nuclear family e.g. the Simpsons</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>• it is a gift from God to help childless couples or those who have hereditary conditions in their family.</li> <li>• it is playing God and should be avoided as it interferes with God's plan</li> <li>• if it does not cause harm to people then it is for the positive benefit of humanity</li> <li>• it can be used to help with food shortages and as such can be seen as a way to care for creation/humanity</li> </ul> <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 an isolated example of relevant knowledge.
Level 2	3-4	For basic relevant knowledge, presented within a limited structure.
Level 3	5	For an organised outline/description, deploying relevant knowledge with limited use of specialist vocabulary.

Question Number	Answer
5 (c)	<p>Level 4 answers are likely to develop two reasons such as:</p> <ul style="list-style-type: none"> <li>• some religious people believe that God decides whether or not couples should have children, so any use of contraception is against God's will</li> <li>• some religious people interpret scripture to support or condemn the use of contraception</li> <li>• contraception might be accepted by religious people to stop the spread of HIV and AIDS</li> <li>• some religious people would accept the use of contraception to safeguard the mother's health</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>

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

Question Number	Answer
5(d)	<p>The issue is whether patterns of relationships have stayed the same over the years.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>the 'traditional' family is still the norm within society</li> <li>Islam has taught the same pattern of relationships since the Qur'an was revealed which will not change</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>the acceptance of same sex marriage suggests that relationships have changed</li> <li>there are now far more single parent families and childless couples by choice that shows a changing pattern of relationships</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
6 (a)	<ul style="list-style-type: none"> <li>a legal relationship between two people of the same sex, which gives the partners equal treatment with married couples in a wide range of areas</li> <li>a legal relationship between two people of the same sex</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>same sex marriage</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer
6 (b)	<p>Level 3 answers are likely to outline at least two such rights as:</p> <ul style="list-style-type: none"> <li>the right to play and leisure</li> <li>to get information that is important to their well-being</li> <li>the right to an identity and a name</li> <li>the right to live with parents unless it is bad for them</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
6 (c)	<p>Level 3 answers, based on Buddhism , are likely to outline at least two such attitudes as:</p> <ul style="list-style-type: none"> <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 attitudes 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 attitudes 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>• 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>• 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>Level 3 answers, based on Judaism , are likely to outline at least two such attitudes 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> <li>• Jewish law prohibits a man from remarrying his ex-wife after she has married another man</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 attitudes 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 rare circumstances, the Sangat or Panj Piare can give permission to someone to re-marry</li> <li>• those who remarry do so 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 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 society plays a very important part in the upbringing of children.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• Islam sees the ummah as crucial in helping develop a child's identity</li> <li>• communities provide much needed support for families</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• society and some of the attitudes prevalent therein, can oppose those taught within the family</li> <li>• some families do not feel the need for the involvement of community</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>A physical or mental impairment (which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities)</li> </ul> <p>Any alternative wording of the above point is acceptable. (2)</p>	<ul style="list-style-type: none"> <li>an example of a disability e.g blindness</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
7(b)	<p>Level 3 answers are likely to outline at least two such attitudes as:</p> <ul style="list-style-type: none"> <li>there is no difference in the way the poor and the wealthy should be treated</li> <li>it is their responsibility to care for all people</li> <li>they ensure that people from all backgrounds are welcomed in the community</li> <li>some people may treat others condescendingly as they feel they have brought it upon themselves.</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>• it is a central part of many religions to share the wealth that God has given</li> <li>• in living the Middle Way it is important not to have more than is needed and the sharing of wealth is a part of that</li> <li>• some religions feel that a person will be judged according to how they treat those who are less fortunate</li> <li>• sacred texts contain many examples of leaders who have exemplified charity in their lives</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 religions should always promote gender equality.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>it is the only position that enables all to contribute in society</li> <li>Sikhism teaches the equality of all humanity, which might be shown in the example of Mai Bhago</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>it might be seen to contradict the teaching of some religions in the role of women</li> <li>some religions would suggest that equality does not mean men and women having the same roles</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>A person's right to fair and equal treatment and protection under the law (of a particular country)</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>the right to be treated fairly</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>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>
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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 attitudes such as:</p> <ul style="list-style-type: none"> <li>• there is no difference between those with a disability and those without; all are creations of God</li> <li>• it is their responsibility to care for all people</li> <li>• they ensure that people from all backgrounds are welcomed in the community</li> <li>• they follow the example of people in sacred writing who showed compassion to those with a disability</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 freedom of opinion is the most important right in society.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>for many religious people such as Buddhists, it will be, because it underpins the importance of their religious beliefs and values to their whole way of life</li> <li>it underpins all other human rights as they all just expressions of the freedom of opinion</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>other human rights, such as freedom of speech, are equally important</li> <li>ensuring the full range of human rights, rather than just one, is essential in a democratic society</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 ways</p> <ul style="list-style-type: none"> <li>• Uposatha days are times of renewed dedication to following the Buddha’s teaching observed by the laity and ordained sangha</li> <li>• Monks and nun will spend the days in intensive reflection and meditation</li> <li>• in many monasteries physical labour (construction projects, repairs, etc.) is forbidden</li> <li>• on New Moon and Full Moon days the fortnightly confession and recitation of the vinaya takes place</li> <li>• lay people observe the five additional precepts on Uposatha days, as a support for meditation practice and as a way to re-energize commitment to the Dhamma</li> <li>• lay people use these days as an opportunity to visit the local monastery</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>• by meditating on certain aspects of the text a Buddhists can receive punna kamma</li> <li>• the Dhammapada provides an example from the life of the Buddha to follow</li> <li>• by implementing its teaching into their daily life Buddhists can feel confident that they are living the Middle Way</li> <li>• it focuses on suffering and the Four Noble Truths which are the basis of Buddhist teaching and practice</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 birth rituals serve a purpose in Buddhism.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• most Buddhists would see birth rituals as secular events</li> <li>• rituals to mark important events are not a part of most Buddhist practice</li> </ul> <p>with the view(s) that</p> <p>They will then come to a personal conclusion.</p> <ul style="list-style-type: none"> <li>• they welcome a new baby into the world</li> <li>• the baby is able to receive blessings in some Theravedic rituals</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 Buddhism.</p> <p>To go beyond Level 4, answers must give a balanced account of alternative points of view and reach a personal conclusion, based on their evaluation of both sides of the issue.</p>

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

Question Number	Answer
10(a)	<p>Level 4 answers are likely to outline how such as:</p> <ul style="list-style-type: none"> <li>• it shows that if people continue to be reborn it is because of desire, hatred or ignorance</li> <li>• in the centre are a rooster, a pig and a snake</li> <li>• it shows the various realms of rebirth, and gives humans hope that they are in the realm that is easiest to escape from</li> <li>• the importance of kamma is taught through various pictures such as those around the edges</li> <li>• it gives people clues as to how to overcome samsara and achieve nibbana such as the presence of bodhisattvas in each realm</li> <li>• it illustrates the process of samsara in its depiction as a wheel</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>• ordination is one of the 'legal acts of the Sangha' contained in the vinaya</li> <li>• the person being ordained is given his new monk's name to always remind him of his new life's purpose.</li> <li>• the whole Sangha formally agree to accept him as a monk</li> <li>• it begins a monk or nun's formal life of renunciation and service</li> <li>• it follows the example of the Buddha</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
10(c)	<p>The issue is whether Bodh Gaya is the most important place of pilgrimage for Buddhists.</p> <p>Level 5 answers are likely to contrast the view (s) that:</p> <ul style="list-style-type: none"> <li>• it is where a Buddhist can visit the holy Bodhi tree and remember the Buddha's enlightenment</li> <li>• a Buddhist is able to gain inspiration and the hope of enlightenment</li> </ul> <p>with the view (s) that</p> <ul style="list-style-type: none"> <li>• Sarnath provides Buddhists the opportunity to circumambulate the stupa to commemorate the Deer Park Sermon and the founding of the sangha</li> <li>• Sarnath provides Buddhists the opportunity to observe some of the original relics of the Buddha</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 features as:</p> <ul style="list-style-type: none"> <li>• bhikkhus gain merit through serving lay people</li> <li>• through the service of the lay people providing gifts of food, clothing and medicine lay people can be included in the meaning of sangha</li> <li>• bhikkhus ensure that Buddhism carries on as a living religion by meditating, studying the scriptures, teaching Buddhism to others</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
11 (b)	<p>Level 4 answers are likely to develop two such reasons as:</p> <ul style="list-style-type: none"> <li>• Buddhists will reject an hedonistic life in living the Middle Way</li> <li>• Buddhists will reject the life of an ascetic in living the Middle Way</li> <li>• they will follow his example in seeking for enlightenment</li> <li>• they will use rupas which show examples of his mudras to aid meditation</li> <li>• they will seek to overcome extremes such as those shown to the Buddha by Mara</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 Tripitaka is only important for monks and nuns.</p> <p>Level 5 answers are likely to contrast the view (s) that:</p> <ul style="list-style-type: none"> <li>• monks and nuns are its immediate audience</li> <li>• only monks and nuns should live by all of the vinaya outlined in the Tripitaka</li> </ul> <p>with the view (s) that:</p> <ul style="list-style-type: none"> <li>• they are the teachings of the Buddha and are therefore important for all Buddhists</li> <li>• following the vinaya outlined in the Tripitaka can bring good kamma</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 teachings as:</p> <ul style="list-style-type: none"> <li>walking in procession along the Via Dolorosa (Jerusalem)</li> <li>visiting the Church of the Holy Sepulchre, regarded as the holiest Christian site in the world (Jerusalem)</li> <li>visiting the Garden Tomb, outside the City walls, which many Protestants believe to be the actual site of Jesus' burial (Jerusalem)</li> <li>visiting the Garden of Gethsemane, where Jesus prayed and was arrested (Jerusalem)</li> <li>visiting the Church of the Nativity believed to be where Jesus was born (Bethlehem)</li> <li>walking the final part of the Pilgrimage Route through the Damascus Gate (Bethlehem)</li> </ul> <p>Answers which do not refer to both Bethlehem and Jerusalem cannot go beyond level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p>

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

Question Number	Answer
12(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>it enables Christians to lose themselves in the service of God and others</li> <li>it enables Christians to follow the example of Jesus</li> <li>by showing love a Christian believes they are expressing God's grace</li> <li>Jesus promised a reward in heaven for those who show love</li> <li>by showing love to others they show their love of Christ</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
12(c)	<p>The issue is whether it is too hard to follow the Sermon on the Mount.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>it is impossible to never get angry</li> <li>it is an ideal to aim for which some believe can only be lived imperfectly</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>it is the words of Jesus and he would not give instruction that is too hard</li> <li>Jesus exemplified how to live the Sermon on the Mount</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>• in the Catholic Mass the congregation confess their sins and receive absolution</li> <li>• they hear the word of God</li> <li>• they recall the events of the Last Supper</li> <li>• they share a sign of peace</li> <li>• they share the bread and wine/body and blood of Jesus</li> </ul> <p>Answers that do not name a denomination cannot go beyond level 2.</p> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>If an examiner is uncertain about the activities outlined, the answer should be sent to review.</p>

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

Question Number	Answer
13 (b)	<p>Level 4 answers are likely to develop such ways as:</p> <ul style="list-style-type: none"> <li>• the altar at the east end of the church (chancel) enables members of the church to receive the bread and wine</li> <li>• a pulpit, is used for the vicar/member of clergy to deliver a sermon, showing the responsibility of Christian leaders to preach God's word</li> <li>• a lectern at the east end of the nave/transepts, from which lessons from the Bible is read to show belief in the Bible as the revealed word of God</li> <li>• a font near the door of the church, in which children are baptised with water to mark their becoming members of the Church</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 A Christian needs no other example other than Jesus</p> <p>Level 5 answers are likely to contrast the view (s) that:</p> <ul style="list-style-type: none"> <li>• he is the only perfect person that has ever lived</li> <li>• Jesus told his followers to take up their cross and follow him (Matthew 10:38)</li> </ul> <p>with the view (s) that:</p> <ul style="list-style-type: none"> <li>• his example is out of most people's reach</li> <li>• there are other examples who exemplify Jesus' characteristics who could be followed</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 teachings as:</p> <ul style="list-style-type: none"> <li>• Jesus was arrested by soldiers in the Garden of Gethsemane</li> <li>• Jesus was tried at night by the Sanhedrin</li> <li>• Jesus was questioned by Pilate</li> <li>• Jesus was flogged 40 times</li> <li>• Jesus was nailed to the cross on Calvary</li> <li>• Jesus declared 'it is finished'</li> <li>• Jesus was stabbed in the side with a spear to make sure he was dead</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 reasons as:</p> <ul style="list-style-type: none"> <li>• baptism follows the example of Jesus</li> <li>• baptism marks the entrance of the person into the Christian community</li> <li>• baptism is for the forgiveness of sins</li> <li>• some Christians see baptism as essential for salvation</li> <li>• it brings the community of Christians together</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 religious leaders are essential in the local Christian community.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• they perform rites of passage for members of the Christian community</li> <li>• they provide spiritual guidance</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• an individual's personal relationship with God is the most important aspect of life</li> <li>• some Christian communities don't have leadership roles</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 activities performed at either Raksha Bandhan <i>or</i> Holi as:</p> <ul style="list-style-type: none"> <li>• Holi is a spring festival that celebrates new life and energy</li> <li>• Holi is an opportunity for Hindus to set aside any past grievances or ill feeling</li> <li>• Hindus celebrate together 'The Festival of Colours', with its bonfires, paint and coloured powder</li> <li>• women shop for Rakhi, the ceremonial thread to tie around their brother's wrist</li> <li>• the brother shops for gifts for his sister, ahead of Raksha Bandhan</li> <li>• the ritual typically begins in front of a lighted lamp (diya) or candle, which signifies the fire deity</li> <li>• the sister and brother face each other. The sister ties the Rakhi on her brother's wrist</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
15(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• dharma is the basis of the universe and the foundation of all action</li> <li>• true humanness means doing right in all areas</li> <li>• fulfilling dharma enables a person to receive good karma</li> <li>• dharma governs all aspects of human action</li> <li>• sanatana dharma is the name given to the Hindu way of 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 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 swamis are an essential part of Hindu worship.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>swamis are important teachers in the Hindu community</li> <li>some swamis are installed as murtis within the mandir and are seen as manifestations of the divine</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>puja can take place in the home without a swami</li> <li>pujaris are the only people essential to communal worship</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 ways as:</p> <ul style="list-style-type: none"> <li>the Aarti plate or lamp is circulated clockwise before the image of the deity</li> <li>such items as incense, flowers and water are offered</li> <li>the Aarti plate or lamp is passed around those present, who cup their hands briefly over the burning oil/ghee</li> <li>bhajans (hymns) are sung and musical instruments sounded</li> <li>there are readings and prayers, including the prayer of peace</li> <li>the ceremony begins and ends with the blowing of a conch shell</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 concept of kama is found in the earliest verses of the Vedas</li> <li>• the Upanishads explain the concept of kama alongside artha and dharma</li> <li>• kama is an important part of human experience</li> <li>• kama is one of the principles of the householder stage of 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 rewarded according to the levels.</p>

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



Question Number	Answer
16(c)	<p>The issue is whether the five yamas are essential in the life of a Hindu.</p> <p>Level 5 answers are likely to contrast the view(s) that:</p> <ul style="list-style-type: none"> <li>• ahimsa, as an example, is still applied by many Hindus to every part of their daily lives</li> <li>• truthfulness is still very important to many Hindus in which they seek to be honest with each other</li> </ul> <p>with the view(s) that:</p> <ul style="list-style-type: none"> <li>• they may seem out of step in the modern world</li> <li>• ahimsa is impossible for everyone to follow as it encompasses every action</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 teachings as:</p> <ul style="list-style-type: none"> <li>• pilgrims meditate in the temple at Gangotri</li> <li>• they join the thousands who visit during the period May – September</li> <li>• they see the stone where Shiva touched the Earth</li> <li>• they will try and have their ashes sprinkled in the Ganges</li> <li>• they will bathe in the Ganges</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>• artha is one of the four aims in life</li> <li>• artha guides a person in the acquisition of wealth through honest and appropriate work</li> <li>• it helps a Hindu gain perspective in life, by teaching that wealth should not be allowed to dominate it</li> <li>• it enables a person to gain karma on the path to moksha</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 Ramanuja is central to the development of Hindu ideas.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• Ramanuja regarded devotional worship (bhakti) as more important than ascetic meditation</li> <li>• he described Vishnu as a caring and merciful god making the Hindu gods more accessible for ordinary Hindus</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• he reimagined some aspects of traditional Hinduism and can be seen to detract from it</li> <li>• he is central to the development of Hindu practice for some Hindus, other aspects have been left untouched by his influence</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 the most common activities such as:</p> <ul style="list-style-type: none"> <li>• the marriage is announced</li> <li>• a Nikah (contract) is drawn up. This is agreed between the two families and witnessed by the bride's guardian and two other people</li> <li>• a Mahr (marriage gift) is given to the bride by her husband</li> <li>• an imam is often present at a wedding ceremony, although this is not required</li> <li>• relevant verses from the Qur'an are usually recited</li> <li>• a hadith might be told or an informal speech about marriage made</li> </ul> <p>Other approaches are possible and must be rewarded according to the levels.</p> <p>If an examiner is uncertain about the ceremonies outlined, the answer should be sent to review.</p>

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

Question Number	Answer
18 (b)	<p>Level 4 answers are likely to develop such reasons as</p> <ul style="list-style-type: none"> <li>• it is a well-trodden path that set an example</li> <li>• Muhammad's life is known as a walking Qur'an</li> <li>• it shares Muhammad's example in situations not taught in the Qur'an</li> <li>• it is used to help make decisions about the problems and issues of modern 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 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 things that are makruh should be haram .</p> <p>Level 5 answers are likely to contrast the view (s) that</p> <ul style="list-style-type: none"> <li>• if they are harmful, then they should be banned</li> <li>• tobacco can be seen to be in the same category as things that are already haram</li> </ul> <p>with the view (s) that</p> <ul style="list-style-type: none"> <li>• Shari’ah law cannot be added to</li> <li>• their dangers are obvious to all people, therefore a reclassification wouldn’t take them away</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>• 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 (candidates may include a description of this event)</li> <li>• he shared the revelations that he received with others</li> <li>• the Prophet received further revelations during his lifetime</li> <li>• his followers wrote them down into the Qur'an</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>• the repeating of the shahadah begins a child's education in the faith</li> <li>• some rites were prescribed by the Prophet</li> <li>• circumcision follows the practice of the Prophet</li> <li>• killing an animal and sharing it with others gives thanks to Allah</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 the Shari'ah applies to all times and places.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• it is based on the Qur'an which is timeless</li> <li>• it provides essential guidance for the Muslim community, and unites believers throughout the Muslim world</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• some people might suggest that some of its rulings and punishments are outdated</li> <li>• it is a different world with different problems than 1500 years ago</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 features as:</p> <ul style="list-style-type: none"> <li>• the final sermon confirms the end of Muhammad's prophetic mission</li> <li>• no prophet or apostle will come after him</li> <li>• he confirmed the equality of all</li> <li>• he outlined the importance of following the Five Pillars</li> <li>• he encouraged all to be wary of Shaytan</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 ways as:</p> <ul style="list-style-type: none"> <li>• the mihrab (niche) in the qiblah (direction) wall of the mosque, which shows the direction of Mecca</li> <li>• the minbar (preaching platform/pulpit), from which the Friday sermon is delivered</li> <li>• the absence of any pictures or sculptures, as images of Allah are forbidden</li> <li>• the prayer mats for use during prayers</li> <li>• a clock indicating the times of prayer on a particular day</li> <li>• a washing area, where wudu (cleansing) can be performed before prayer</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 any prayer are more important than any others for a Muslim .</p> <p>Level 5 answers are likely to contrast the view (s) that</p> <ul style="list-style-type: none"> <li>• all prayers develop a person’s understanding of their standing before Allah</li> <li>• no prayer is more significant in developing and showing submission to Allah</li> </ul> <p>with the view (s) that</p> <ul style="list-style-type: none"> <li>• prayers on the Night of Power are rewarded many times over</li> <li>• the blessings for attending jum’a prayers are more than any other prayer</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 features as:</p> <ul style="list-style-type: none"> <li>• he outlines central beliefs such as there is a Creator (the Almighty), who is the cause of everything that exists</li> <li>• he explores the nature of the Almighty as not possessing physical/a body</li> <li>• he confirms existing Jewish beliefs such as the Messiah will come</li> <li>• he taught that the Torah would never be changed</li> <li>• he taught that it is proper to pray to the Almighty and to no other</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
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 the Rabbi is central to the continued existence of Judaism.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• they are the only ones with the authority to perform the ceremonies</li> <li>• they pass on the accepted teachings of Judaism</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• parents are the ones who pass on the teachings of Judaism</li> <li>• no one is indispensable in the continuation of a religion guided by the Almighty</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 events as:</p> <ul style="list-style-type: none"> <li>• on a Shabbat early in his thirteenth year, a boy reads from the Torah at the bimah</li> <li>• if he is unable to read, to recite at least the benediction before and after the reading</li> <li>• He may also give a d'var Torah (a discussion of some Torah issue, such as a discussion of that week's Torah portion)</li> <li>• a party will often be held to celebrate this event</li> <li>• from this time (or just before) the tefillin are worn by the boy</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 important historical people which enable Jewish people to remember events in their faith</li> <li>• Jews can recall the courage and self-sacrifice of those chosen by the Almighty</li> <li>• they are seen to be messengers of the Almighty</li> <li>• their messages are timeless</li> <li>• they set an example of belief that Jews try and follow today</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 Halakhah should be adapted for the modern day.</p> <p>Level 4 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• Halakhah is based on the context of the time in which it was given</li> <li>• a number of the mitzvot have no relevance and are not followed today</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• it was delivered by the Almighty to Moses</li> <li>• it is timeless and has been followed throughout history</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>• Jews will wear formal clothing and refrain from unpleasant conversation</li> <li>• avoid talk about money or business matters on Shabbat</li> <li>• recitation of kiddush over a cup of wine at the beginning of Shabbat meals</li> <li>• two homemade whole-wheat challahs will be on the table covered by traditional embroidered Shabbat challah cover</li> <li>• meals begin with a blessing over two loaves of bread (lechem mishneh, "double bread")</li> <li>• recitation of Havdalah</li> <li>• the lighting of the Shabbat candle</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>• they remember the events of the Passover</li> <li>• leaving a seat free at the table for the return of Elijah helps them prepare for the coming of the Messiah</li> <li>• they are an opportunity for the family to come together</li> <li>• they are a tradition that has continued through the ages</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 the Tenakh is the only authority needed in the Jewish community.</p> <p>Level 5 answers are likely to contrast the view (s) that</p> <ul style="list-style-type: none"> <li>• the law of the Almighty never changes</li> <li>• it is the source of all Jewish teaching</li> </ul> <p>with the view (s) that</p> <ul style="list-style-type: none"> <li>• while the Tenakh may be the source it is the commentary of others which helps Jews understand the law</li> <li>• some Jews see the beth din as the authority in matters of Jewish law</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.

## SI KHISM

Question Number	Answer
24 (a)	<p>Level 4 answers will outline such examples as:</p> <ul style="list-style-type: none"> <li>• there is only one God who is the creator</li> <li>• Sikhs are required to give alms to the poor, and to support those in the community who suffer</li> <li>• they should earn their wealth by honest means</li> <li>• all are equal</li> <li>• they should make a good marriage</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 shows the equality of all as langar meals are provided</li> <li>• it provides a dwelling place for the Guru Granth Sahib</li> <li>• classes of different types are held for the community to learn aspects of Sikhism, Punjabi and other aspects of life</li> <li>• it provides a venue for rites of passage such as marriages</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 Amritsar should be visited by all Sikhs.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>it contains the sacred tank or amrit pool, from which the city of Amritsar takes its name</li> <li>it is one of the seats of authority in the Sikh community</li> </ul> <p>with the view(s) that,</p> <ul style="list-style-type: none"> <li>God is everywhere and not limited to one place</li> <li>pilgrimage is not seen to be valuable by some of the Gurus</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 activities as:</p> <ul style="list-style-type: none"> <li>he established the Khalsa, the Sikh brotherhood of soldier-saints,</li> <li>he gave the Sikhs the Five Ks, which symbolise their faith,</li> <li>he completed the Sikh holy book, the Adi Granth</li> <li>he made the Granth (the Guru Granth Sahib) his successor</li> <li>he gave the common names of 'Singh' to all Sikh men and 'Kaur' to all Sikh women</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>• the ceremony takes place before the Guru Granth Sahib</li> <li>• it follows the practice started by Guru Gobind Singh</li> <li>• it enables a person to take upon themselves the law of the Khalsa</li> <li>• it is a way of unifying the Sikh community</li> <li>• it provides a Sikh with a 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 most effective type of worship is communal.</p> <p>Level 5 answers are likely to contrast the view (s) that</p> <ul style="list-style-type: none"> <li>• kirtan is usually performed in public</li> <li>• the langar meal is communal and is an act of devotion</li> </ul> <p>with the view (s) that</p> <ul style="list-style-type: none"> <li>• all people are striving to develop a personal relationship with Waheguru</li> <li>• karma is gained by an individual</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
26 (a)	<p>Level 4 answers are likely to outline such reasons 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 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
26(b)	<p>Level 4 answers are likely to develop such reasons as:</p> <ul style="list-style-type: none"> <li>• it brings together the Sikh community</li> <li>• it enables people to learn more about the teachings of the Gurus</li> <li>• people can learn more about Sikhism as there are lectures on Sikhism</li> <li>• they are able to remember important events in the history of Sikhism</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
26(c)	<p>The issue is whether the Guru Granth Sahib is central to Sikh identity.</p> <p>Level 5 answers are likely to contrast the view(s) that</p> <ul style="list-style-type: none"> <li>• it is the source of all Sikh teaching and practice</li> <li>• the book is the focal point of all worship and life in the Gurdwara and sangat - the community of Sikhs</li> </ul> <p>with the view(s) that</p> <ul style="list-style-type: none"> <li>• it is their history that gives them their sense of identity</li> <li>• the 5Ks provide a more 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.
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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.