

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE
in Religious Studies (5RS08/01)
Unit 8: Religion and society based
on a study of Christianity and at
least one other religion

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General Marking Guidance

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

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

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

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?

Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1 (a) AO1	<ul style="list-style-type: none"> the ways in which voting is organised the way people vote <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> voting an example of an electoral process e.g. postal voting the right to vote <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	Mark
<p>1 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think Christians should live according to the teaching of the Parable of the Sheep and the Goats are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it follows Jesus' command to "Love your neighbour" • it explains what to do to get to heaven • it sets a good example to society <p>Answers which think Christians should not live according to the teaching of the Parable of the Sheep and the Goats are likely to use such reasons as:</p> <ul style="list-style-type: none"> • they should follow the teaching of the Church • it would be impossible in society today • it may cause them to be exploited <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason e.g. it explains what to do to get to heaven <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason e.g. it explains what to do to get to heaven like feeding the hungry <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
1 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • it tells people if an action is right or wrong • some Christians believe it is the voice of God • St Paul told Christians to use their conscience • it can confirm what other sources suggest <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>1 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Christians believe everyone deserves equal rights • it shows we are a civilised society • it sets a good example to the rest of the world <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • some human rights contradict religious rules • exercising your rights may cause public unrest • many people live happily without human rights laws <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • one developed and one simple reason • or a fully developed reason 	<p>3</p> <p>3</p>

Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2-3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2 (a) AO1	<ul style="list-style-type: none"> • (the teaching of Jesus that you should) treat people as you would like them to treat you • treating others the way you want to be treated <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • being nice to everyone • love your neighbour <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<ul style="list-style-type: none"> • treating people how they treat you <p>Answers which define a different key word</p> <p>(0)</p>	(2)

Question Number	Answer	Mark
<p>2 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think Christians should agree with genetic engineering are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it follows the example of Jesus as a healer • it could increase food supply • it can produce drugs and medicines safely <p>Answers which think Christians should not agree genetic engineering are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it may contradict the sanctity of life • it may go against God's plan for an individual • once used it cannot be stopped <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason e.g. it follows the example of Jesus as a healer <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason e.g. it follows the example of Jesus as a healer by curing disease <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
2(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • it enables people to decide who rules the country • it enables people to support parties that uphold religious values • voting honours the people who struggled to win the votes • voting leads to change • universal suffrage is a human right <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer Indicative content	Mark
<p>2 (d) AO2</p>	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if different sources agree the decision is likely to be correct • one source may be mistaken • it allows more flexibility <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the authorities may contradict each other • the conscience is the voice of God • the Church is how God works in the world today <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • one developed and one simple reason • or a fully developed reason 	<p>3</p> <p>3</p>

Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	Level 2	2-3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	Level 3	4 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3 (a) AO1	<ul style="list-style-type: none"> • the act of creating the universe • the universe that has been created • the act of creating something • the thing that has been created • making the world <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • making something • designing something <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer Indicative content	Mark
<p>3 (b) AO2</p>	<p>Answers which think a shortage of natural resources causes problems for the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it can lead to competition for resources • it can cause suffering • it makes our current lifestyle unsustainable <p>Answers which think a shortage of natural resources does not cause problems for the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> • there are always renewable resources • there are undiscovered resources to use • God will provide <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason e.g. there are always renewable resources <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason e.g. there are always renewable resources like tidal power <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
3 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • it brings life out of death • it uses otherwise wasted organs • it enables scientific research and advance • it improves quality of life <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons, one brief and one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Indicative content	Mark
<p>3 (d) AO2</p>	<p>ISLAM Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a damaged environment leads to suffering • Allah made Muslims his Khalifahs • They will be judged on their treatment of the earth <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • factories should stay open to preserve communities • obeying the five Pillars is more important • the environment can take care of itself <p>BUDDHISM Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • a damaged environment leads to suffering • rebirth means everything must be treated with respect • Metta encourages Buddhists to care for all living things <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the Middle Way teaches a path of moderation not extremes • there are other more important things to do • the environment can take care of itself <p>HINDUISM Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Hindus have respect for all life • Hindus believe they have a duty to look after the earth • they may become animals in a future reincarnation • a damaged environment leads to suffering • rebirth means everything must be treated with respect <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • there are other more important things to do • the environment can take care of itself • its unjust to make the environment more important than people <p>JUDAISM Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Almighty made Jewish people stewards of creation • it obeys many mitzvoth • they will be judged on how they cared for the world <p>Reasons for not supporting this statement could be:</p>	<p>3</p> <p>3</p>

- there are other more important things to do
- the environment can take care of itself
- the Almighty will take care of the environment

SIKHISM

Reasons for supporting this statement could be:

- Sikhs believe they have a duty to look after the earth
- it follows the examples of the Gurus
- they believe that God dwells in the world

Reasons for not supporting this statement could be:

- there are other more important things to do
- the environment can take care of itself
- it is unjust to make the environment more important than people

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

Award marks as follows:

Candidates who do not refer to at least one religion **other than Christianity** in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).

(i) Own opinion

1 mark for

- a simple reason

2 marks for

- a developed reason
- or two simple reasons

3 marks for

- three simple reasons
- or two developed reasons
- or a fully developed reason

(ii) Why some people may disagree with their opinion

1 mark for

- a simple reason

2 marks for

- a developed reason
- or two simple reasons

3 marks for

- three simple reasons
- one developed and one simple reason
- or a fully developed reason

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a) AO1	<ul style="list-style-type: none"> any two valid suggestions, examples include: saving the rainforest, planting trees, picking up litter, cleaning canals, sponsoring polar bears etc. <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> one valid suggestion a definition of conservation <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>4 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think Christians should agree with infertility treatment are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it gives childless couples hope • it is “Loving your neighbour” • infertility can be treated <p>Answers which think Christians should not agree with infertility treatment are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is very expensive • it may contravene God’s plan for the individual • AID may break the Ten Commandments <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason e.g. it gives childless couples hope <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason e.g. it gives childless couples hope and is therefore following the Golden Rule <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
4 (c) AO1	<p>The main teachings include:</p> <ul style="list-style-type: none"> • Christians should look after God's creation • Christians have dominion over the planet • Christians should improve the environment • Christians will be judged on their treatment of the planet <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a teaching • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief teachings • or a developed teaching <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief teachings • or a fully developed teaching • or two teachings with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief teachings • or two developed teachings • or two teachings, one brief and one fully developed • or three teachings with one developed • or a comprehensive explanation using one teaching only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few</p>

		syntactical and/or spelling errors may be found. Excellent organisation and planning.
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Question Number	Answer	Mark
<p>4 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • they can reduce carbon dioxide emissions • they can recycle goods • they can pray for Allah's help <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is part of God's plan and humans should not interfere • it is part of a natural cycle and will happen whatever we do • it is impossible to live in society without contributing to global warming <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • one developed and one simple reason • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5 (a) AO1	<ul style="list-style-type: none"> • attacking without being provoked • unprovoked spoken or physical behaviour that is threatening • spontaneous spoken or physical behaviour that causes harm or damage <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • fighting • acting on impulse • an example of aggressive behaviour • Being angry <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	Mark
<p>5 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think religious organisations can prevent wars are likely to use such reasons as:</p> <ul style="list-style-type: none"> • following religious teachings can prevent wars • they encourage peace talks • they tell people of the horrors of war <p>Answers which do not think religious organisations can prevent wars are likely to use such reasons as:</p> <ul style="list-style-type: none"> • they do not have enough power • their influence is limited to their own followers • there are still religious wars going on <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason e.g. their influence is limited to their own followers. <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason e.g. their influence is limited to their own followers, the warring parties may follow different religions <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
5 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> • differences in morality • if a child converts to a different religion • if a child becomes an atheist • if a child becomes more devout than the parents <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a reason • not explaining but only describing the reference <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or two reasons, one brief and one fully developed • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent</p>

		organisation and planning.
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Question Number	Answer	Mark
<p>5 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • "Do not kill" • some Hindu's believe all violence is wrong • it is impossible to tell if the war is Just • Buddhists are pacifists <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Muslims must fight in defence of Islam • martyrs go straight to paradise • Jewish people must fight if God has commanded it • Hinduism has a warrior caste to defend society <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion other than Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • one developed and one simple reason • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6 (a) AO1	<ul style="list-style-type: none"> the ending of war throughout the whole world (the basic aim of the United Nations) no war anywhere <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> the basic aim of the United Nations everybody getting along <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	Mark
<p>6 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think it is possible to fight a war in the “right way” are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is governed by just war rules • it aims to avoid harming innocent civilians • it is approved by an appropriate authority <p>Answers which do not think it is not possible to fight a war in the “right way” are likely to use such reasons as:</p> <ul style="list-style-type: none"> • innocent civilians are always harmed • it is impossible to tell if a war is just • weapons of mass destruction mean war is never proportionate <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason e.g. it is governed by just war rules <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason e.g. it is governed by just war rules so Christians know they are following the teachings of the Church <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
6 (c) AO1	The main reasons include: <ul style="list-style-type: none"> • violence without a just cause is sinful • it breaks the Golden Rule • Christians should help the weak not harm them • it is not loving 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Little understanding of the issue shown, typically by: <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	3-4	Basic understanding of the issue is shown typically by: <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	5-6	A more developed understanding of the issue is shown typically by: <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	7-8	A clear understanding of the issue is shown typically by: <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or two reasons, one brief and one fully developed • or three reasons with one developed • or a comprehensive explanation using one reason only. The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.

Question Number	Answer	Mark
<p>6 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the Qur'an teaches Muslims to forgive • Yom Kippur requires Jewish people to seek forgiveness • The Golden Rule <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • heinous crimes are unforgivable • only God can forgive • crimes against religion should not be forgiven <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion other than Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • one developed and one simple reason • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
7 (a) AO1	<ul style="list-style-type: none"> the idea that punishment should put people off (deter) committing crimes putting people off doing something wrong <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> punishing people harsh punishments preventing crime a theory of punishment <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>7 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think Christians should break the law are likely to use such reasons as:</p> <ul style="list-style-type: none"> • some laws are unjust • Jesus broke the law in order to do good • it may be keeping the Golden Rule <p>Answers which do not think Christians should break the law are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Jesus said "Give unto Caesar that which is Caesar's" • St Paul told Christians to obey the law of the land • laws are put in place for protection <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason e.g. Jesus broke the law in order to do good <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason e.g. Jesus broke the law in order to do good when he healed on the Sabbath Day. <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	4

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
7 (c) AO1	<p>ISLAM The main reasons are:</p> <ul style="list-style-type: none"> • Allah is a just God • the Qur'an teaches people to act justly • Muhammad treated everyone justly • they will be judged on how they treat each other <p>BUDDHISM The main reasons are:</p> <ul style="list-style-type: none"> • injustice leads to suffering • rebirth means everything must be treated with respect • injustice is caused by greed and hatred • Buddhists try to develop an attitude of metta (loving kindness) <p>HINDUISM The main reasons are:</p> <ul style="list-style-type: none"> • Dharma is based on justice • the soul is part of the divine essence and should not be mistreated • protecting the weak and innocent may bring good karma • many Hindu scriptures encourage people to act with justice <p>JUDAISM The main reasons are:</p> <ul style="list-style-type: none"> • the Almighty is just • the Tenakh says people must be treated fairly • Jewish people have encountered great injustice • Jewish law is based on fairness and equality <p>SIKHISM The main reasons are:</p> <ul style="list-style-type: none"> • God is just • the soul is part of the divine essence and should not be mistreated • protecting the weak and innocent will bring good karma • all the Gurus worked for justice <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Little understanding of the issue shown, typically by: <ul style="list-style-type: none"> • giving a brief reason

		<ul style="list-style-type: none"> not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using two brief reasons or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using three brief reasons or a fully developed reason or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> using four brief reasons or two developed reasons or two reasons, one brief and one fully developed or three reasons with one developed or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
<p>7 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • they increase crime • they place extra demands on the NHS • Christians should obey the law of the land <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Christians believe in free will • it only harms the drug user • it is only a small minority of people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • one developed and one simple reason • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8 (a) AO1	<ul style="list-style-type: none"> the act of judging people by their actions deciding the value of what people do God's decision on the quality of a life <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> deciding people are wrong /right sentencing criminals an example of judgement <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

Question Number	Answer	Mark
8 (b) AO2	<p>Indicative content</p> <p>Answers which think prison changes criminals are likely to use such reasons as:</p> <ul style="list-style-type: none"> • criminals may receive more education • many criminals never reoffend • some criminals become worse people <p>Answers which do not think prison changes criminals are likely to use such reasons as:</p> <ul style="list-style-type: none"> • many criminals reoffend • only God can change people's lives • reform punishments do not work <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason e.g. criminals may receive more education <p style="text-align: right;">1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason e.g. criminals may receive more education, so they can get a job on release <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)
8 (c) AO1	<p>A one sided response cannot go beyond Level 3</p> <p>ISLAM The main reasons against are:</p> <ul style="list-style-type: none"> • it is recommended by the Qur'an but is not compulsory • you can accept blood money instead • it is not appropriate in today's society <p>The main reasons for are:</p> <ul style="list-style-type: none"> • it is permitted in the Qur'an • Muhammad sentenced people to death • it is a punishment set down in Shari'ah law <p>BUDDHISM The main reasons against are:</p> <ul style="list-style-type: none"> • it breaks the First Precept • it contradicts ahimsa • the law of kamma states all actions have consequences <p>The main reasons for are:</p> <ul style="list-style-type: none"> • it upholds the law of the land • it protects society from dangerous criminals • it acts as a deterrent <p>HINDUISM The main reasons against are:</p> <ul style="list-style-type: none"> • it contradicts ahimsa • Gandhi said ahimsa applies to criminals • the law of karma states all actions have consequences <p>The main reasons for are:</p> <ul style="list-style-type: none"> • everybody is responsible for their own karma • it can restore social order • it deters criminals <p>JUDAISM The main reasons against are:</p> <ul style="list-style-type: none"> • the teachings of the Torah should be updated • it might be applied unjustly • it is not appropriate in today's society <p>The main reasons for are:</p> <ul style="list-style-type: none"> • it is given as a punishment in the Torah • it protects society from dangerous criminals • it acts as a deterrent

		<p>SIKHISM</p> <p>The main reasons against are:</p> <ul style="list-style-type: none"> • all humans possess divine dignity • the Guru Granth Sahib does not specifically allow it • it is not specified in the code of conduct <p>The main reasons for are:</p> <ul style="list-style-type: none"> • since there is no specific teaching it cannot be wrong • it protects society from dangerous criminals • it acts as a deterrent
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason for one attitude • not explaining but only describing two attitudes. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for one attitude • or a developed reason for one attitude • or a brief reason for each of two attitudes. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using 3 brief reasons for one attitude • using two brief reasons for one attitude, and a brief reason for another attitude • using a developed reason for one attitude, and a brief reason for another attitude. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons for each of two attitudes • using three brief reasons for one attitude and one brief reason for the other attitude • using a brief reason for one attitude and a developed reason for one attitude • using a developed reason for each of two attitudes

	<ul style="list-style-type: none"> using a fully developed reason for one attitude, and a brief reason for another attitude. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
8 (d) AO2	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> it harms the body it costs the NHS time and money it is banned by the Qur'an <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> Christian and Jewish people use alcohol in religious ceremonies if drunk in moderation it has health benefits it is used for relaxation/celebration <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to at least one religion in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> a developed reason or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> three simple reasons or two developed reasons or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> a developed reason or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> three simple reasons one developed and one simple reason or a fully developed reason 	<p>3</p> <p>3</p>

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