



GCSE (9–1) Religious Studies (Short Course)

J125/01

Religion, philosophy and ethics in the modern world

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 126

This document consists of 66 pages.

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses.

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed).*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses).*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.
 - a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - b. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts)



8. The **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the messaging system, or e-mail.

9. For answers marked by levels of response:

- **To determine the level** start at the highest level and work down until you reach the level that matches the answer
- **To determine the mark within the level** consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

10. **Annotations**

| | |
|---|--|
|  | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
|  | Noted |

11. **Awarding Spelling, Punctuation and Grammar to scripts with a coversheet**

a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
- ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below:

| SPaG mark awarded | Mark if candidate eligible for one third (eg grammar only) | Mark if candidate eligible for two thirds (eg grammar and punctuation only) |
|-------------------|--|---|
| 0 | 0 | 0 |
| 1 | 0 | 1 |
| 2 | 1 | 1 |
| 3 | 1 | 2 |
| 4 | 1 | 3 |
| 5 | 2 | 3 |
| 6 | 2 | 4 |
| 7 | 2 | 5 |
| 8 | 3 | 5 |
| 9 | 3 | 6 |

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
- d. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Subject-specific Marking Instructions

General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

[3] mark questions are assessed via points based marking. For all other questions, your first task is to match the response to the appropriate level of response according to the generic levels of response given after the indicative. Only when you have done this should you start to think about the mark to be awarded. **Please note – the bandings for Assessment Objectives are not dependent; there is no requirement for a response to be awarded in the same band for AO2 as what has been awarded in AO1.**

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive; it does not provide 'correct' answers, and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written do not assume that the candidate knows something unless they have written it.

The levels of response start with one from the following list of flag words:

Weak, Limited, Adequate but underdeveloped, Some, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be good although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication, spelling, punctuation and grammar and the use of specialist terminology (SPaG)

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- the quality of spelling, punctuation and grammar and the use of specialist terminology must **never** be used to move an answer from the mark band of one level to another;
- accept any reasonable alternative spelling of transliterated words from non-Roman alphabets in learners’ responses.

SPaG is now assessed in all Section A part e) questions. Please refer to the grid overleaf when awarding the SPaG marks.

The Regulator now requires GCSE Religious Studies to assess the quality of extended responses by candidates. Marks are not specifically given for this assessment however. This assessment takes place in the d) part questions of Section B and Section C. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised*.

Spelling, punctuation and grammar (SPaG) Assessment Grid

| |
|---|
| <i>High performance 3 marks</i> |
| <ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate |
| <i>Intermediate performance 2 marks</i> |
| <ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate |
| <i>Threshold performance 1 mark</i> |
| <ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall• Learners use a limited range of specialist terms as appropriate |
| <i>0 marks</i> |
| <ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning |

INFORMATION AND INSTRUCTIONS

- Practice scripts provide you with examples of the standard of each band. The marks awarded for these scripts will have been agreed by the Principal Examiners, Senior Team Leaders and Team Leaders and provide you with 'benchmark' examples of the approach to marking.
- The specific task-related indicative content of each question will help you to understand how the band descriptors may be applied. This applies to parts d) and e) in Section A, and parts b), c) and d) in Sections B and C. However; this indicative content is not an exhaustive list of 'correct' responses: it is material that candidates might use, grouped according to each assessment objective tested by the question. This needs to be used in close conjunction with the relevant Levels of Response marking grid, which is positioned below the indicative content. The guidance column on the right of the mark scheme will provide further exemplification and support as to the interpretation of answers, where required.

Assessment objectives (AO)


| Assessment Objectives | |
|------------------------------|--|
| AO1 | Demonstrate knowledge and understanding of religion and belief including <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and their beliefs. |
| AO2 | Analyse and evaluate aspects of religion, including their significance and influence. |

Note that the Assessment Objectives for the GCSE Short Course in Religious Studies are identical to those of the GCSE Full Course. However, OCR's GCSE Short Course **does not** require candidates to demonstrate their knowledge and understanding of religious '**practices**'. When marking AO1 strand 1, examiners will be assessing knowledge and understanding of religion and belief in the context of **beliefs** and **teachings (sources of authority)**.

| Question | Indicative content | Marks | Guidance |
|---|--|-----------------|---|
| Section A: Beliefs and teachings | | | |
| 1 | Christianity | | |
| (a) | <p>State three titles used to describe Jesus.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Messiah • Son of God • Saviour • Lord | 3 AO1 | <p>1 mark for each correct response to a maximum of 3 marks.</p> <p>In passages studied Learners may use titles used by Jesus to answer this question. For example ‘The Good Shepherd or Son of Man etc.’ These are to be credited.</p> |
| (b) | <p>Outline what Christians mean by the term ‘sin’.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Wrong doing when people do not follow God’s ways or laws • An act of offence against God and mankind. • St Paul describes people as sinful if they do not believe in God • Sin is evil desires which hurt God and people • Humans inherited capacity to sin because of ‘the first Adam’ • The state that people are born in, as all fall short of living by God’s laws (Roman 3:23) | 3 AO1 | <p>Marks should be awarded for any combination of statements, development and exemplification.</p> |
| (c) | <p>Describe one Christian belief about the Second Coming of Christ (Parousia).</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Christ will come again to earth to judge the living and the dead • Christ will come again in great glory • Christ’s kingdom will never end • This will herald the end of the world as known • No-one knows when the Second Coming of Christ will happen • Christians must be ready at all times for the Second Coming | 3 AO1 | <p>Marks should be awarded for a statement plus any combination of development and/or exemplification.</p> <p>Some Learners may use phraseology from study of the Creeds.</p> |

| Question | Indicative content | Marks | Guidance |
|----------|---|---|---|
| (d) | <p>Explain what Christians can learn about God from the Genesis narrative.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners could describe the concept of God as creator of the world and the universe and explain how God brought the world into existence. The two accounts about the origins of humanity, found in Genesis ch 1 and 2 may be developed and used to show that God is both creator and father of humanity. The nature of God could be developed with references to his greatness, omnipotence and goodness. The authoritative nature of God could be described; God desired everything to be perfect and made mankind in his own image. The second account of the Creation in Ch 2 shows God being like a potter, shaping the world and humanity and God is portrayed as having human qualities and human characteristics. God's unique relationship with humanity may be developed. Finally the Spirit of God, as the agent of creation could be developed to show God as the life giver, the 'breath of life' in all things. Some may discuss the story of The Fall and what it teaches Christians about God.</p> <p>AO2: Learners are likely to examine methodically, the two Creation accounts and explain their meaning. They also could evaluate the different and divergent interpretations of the Genesis Creation narrative but show the common views about God and God's nature. The metaphorical and literal interpretations influence how Christians view God and creation. The impact of God giving humanity freewill may be developed and raises the question about how a loving and righteous God allows evil and suffering. Learners could make a judgement about the importance of these stories in the Genesis narrative to different Christian groups.</p> | <p>6</p> <p>4</p> <p>AO1</p> <p>2</p> <p>AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|---|--------------|---|
| 4 (4) | A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Good selection of appropriate material with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues | 2 (2) | A good demonstration of analysis and evaluation in response to the question: <ul style="list-style-type: none"> • Successful analysis and evaluation of the issue • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups |
| 3 (3) | An adequate but under-developed demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate material with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues | | |
| 2 (2) | A limited demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown through limited use of religious knowledge • Some material selected is appropriate but description is limited • Limited knowledge and understanding of different viewpoints within Christianity • Limited knowledge and understanding of influence on individuals, communities and societies • Limited knowledge and understanding of the breadth and/or depth of issues | 1 (1) | Some demonstration of analysis and/or evaluation in response to the question: <ul style="list-style-type: none"> • Some analysis and/or evaluation of the issue, which may be implicit or unsuccessful • Some analysis and/or evaluation of the significance and/or influence of the issue on different Christian groups |
| 1 (1) | A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Weak understanding of the question shown by factual errors or generalised responses with little connection to the question • Weak and/or a small amount of relevant information selected • Weak knowledge and understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies • Points may be listed and/or lacking in relevant detail related to the issues | | |
| 0 (0) | No response or no response worthy of credit. | 0 (0) | No response or no response worthy of credit. |


| Question | Indicative content | Marks | Guidance |
|----------|---|--|---|
| (e) | <p>‘The best way to live is to follow the example of Jesus’.</p> <ul style="list-style-type: none"> • Discuss this statement. In your answer, you should: • Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity • Refer to sources of wisdom and authority. <p>Learners might consider some of the following:</p> <p>AO1: There is a wealth of biblical texts that learners could refer to, to show what Jesus is like as a healer, a teacher and role model. References from the sermon of the Mount (Matt ch 5-7), the parables such as The Good Samaritan (Luke ch 10) or Jesus’ life and works could be described to show followers how they should live, according to Jesus. Concepts such as agape, forgiveness, atonement and salvation may be developed to show what Jesus taught. References to the Apostles’ Creed or the Nicene Creed may be referred to indicate the importance of Jesus to Christians.</p> <p>AO2 : Some may analyse the importance of Jesus as a role model by explaining his teachings, such as ‘agape’ or forgiveness, being as relevant now as they were in Jesus’ time. They may argue that Jesus was the perfect role model, who never sinned and showed all how to live and behave to one another. Some may discuss the use of the bible and stories of Jesus to make laws and morals about ethical issues which are still used to guide people in the 21st century. Learners may argue that Jesus’ example as a perfect man, is worthy of striving for, though almost impossible to attain. By trying to live like Jesus who showed compassion to enemies or taught people to love their enemies or to turn the other cheek etc, would make the world a much better place and support the statement.</p> <p>Some may argue that following the teachings and example of Jesus causes controversy amongst Christians and non-Christians alike e.g. denominational beliefs about divorce. This means that Jesus’ teaching and example are not always applicable to today’s situation. Some learners may focus upon the divisions that have developed, as a result of various interpretations of texts by Church leaders and theologians down the ages resulting in different opinions amongst Christians about how best to follow Jesus. Learners may discuss and evaluate other role models, such as other religious leaders or parents as being equally important to show how to live the best life. Some may focus upon people who question who was Jesus and his claims to being God incarnate, and how following Jesus is not needed.</p> | <p>15</p> <p>3 AO1</p> <p>12 AO2</p> <p>() 3 SPaG</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p> <p>The indicative content is not exhaustive and where a learner offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|---|--------------|---|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10–12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7–9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4–6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1–3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|-----------------|---|
| 2 | Islam | | |
| (a) | <p>Give three of the 99 names of Allah.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Merciful • Eternal • All-compassionate • Creator • All-preserver • All-mighty • Guardian | 3 AO1 | <p>1 mark for each correct response to a maximum of 3 marks.</p> <p>Any of the 99 names may be accredited.</p> |
| (b) | <p>Outline what Muslims mean by the term ‘angels’.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Allah created angels before humans from divine light • Angels exist to carry out the will of Allah • Angels are free from sin and completely obedient to Allah • Angels are immortal • It is through angels that Allah communicates with human beings • Angels are the beings that record all that a human does and says | 3 AO1 | <p>Marks should be awarded for any combination of statements, development and exemplification.</p> |
| (c) | <p>Describe one Muslim belief about predestination (al-Qad’r).</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Everything that happens has been decided already by Allah • Nothing happens unless it is the will of Allah • Allah has all the fore-knowledge of all things and wrote this in Al-Lawh al-Mahfooz • Muslims can pray to Allah to change the will of Allah • Muslims have to accept all things as the will of Allah • Some Muslims believe there is no predestination because of humans being born with free will and humans determine what happens | 3 AO1 | <p>Marks should be awarded for a statement plus any combination of development and/or exemplification.</p> <p>Credit can be given if a particular school of thought about predestination is described. (Note there is disagreement amongst Muslims about the correct understanding about predestination.)</p> |

| Question | Indicative content | Marks | Guidance |
|----------|--|---|---|
| (d) | <p>Explain why Muslims believe the Qur'an is the final message from Allah.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners are likely to explain how the Qur'an originated, discuss its importance to Muslims and how the Word of Allah was given to other prophets, before Muhammad (pbuh). Whilst there are fundamental differences between Shi'a and Sunni understanding of the Qur'an all Muslims believe that this is a record of Allah's words exactly said to Muhammad (pbuh) and they have not been changed by humans. Any translation into another language from the Arabic is seen as an interpretation of Allah's words not the exact words. Learners need to show knowledge and understanding of ways in which Allah has tried to give guidance to mankind in the past, which over time has become distorted and not accurate. The giving of the final revelation to Muhammad (pbuh) may be developed. References to Muhammad (pbuh) as the Seal of the Prophets are likely to be given.</p> <p>AO2: Learners will analyse the importance of the Qur'an and its significance by explaining that the Qur'an is the most important thing in their lives. It is the last and most important book of Allah's guidance so that people can be brought back to follow Allah's will. The issue of the Qur'an being the final message should be addressed, whether it is for Sunni or Shi'a Muslims or for any non- Muslims. People need to understand that millions of people regard this as the final intervention by God in the world.</p> | <p>6</p> <p>4</p> <p>AO1</p> <p>2</p> <p>AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 4 (4) | A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Good selection of appropriate material with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Islam • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues | 2 (2) | A good demonstration of analysis and evaluation in response to the question: <ul style="list-style-type: none"> • Successful analysis and evaluation of the issue • Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups |
| 3 (3) | An adequate but under-developed demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate material with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Islam • Adequate knowledge and understanding of influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues | | |
| 2 (2) | A limited demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown through limited use of religious knowledge • Some material selected is appropriate but description is limited • Limited knowledge and understanding of different viewpoints within Islam • Limited knowledge and understanding of influence on individuals, communities and societies • Limited knowledge and understanding of the breadth and/or depth of issues | 1 (1) | Some demonstration of analysis and/or evaluation in response to the question: <ul style="list-style-type: none"> • Some analysis and/or evaluation of the issue, which may be implicit or unsuccessful • Some analysis and/or evaluation of the significance and/or influence of the issue on different Muslim groups |
| 1 (1) | A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Weak understanding of the question shown by factual errors or generalised responses with little connection to the question • Weak and/or a small amount of relevant information selected • Weak knowledge and understanding of different viewpoints within Islam • Weak knowledge and understanding of the influence on individuals, communities and societies • Points may be listed and/or lacking in relevant detail related to the issues | | |
| 0 (0) | No response or no response worthy of credit. | 0 (0) | No response or no response worthy of credit. |


| Question | Indicative content | Marks | Guidance |
|----------|--|---|---|
| (e) | <p>‘The best way to live is to follow the example of the prophets.’</p> <ul style="list-style-type: none"> • Discuss this statement. In your answer, you should: • Analyse and evaluate the importance of points of view, referring to common and divergent views within Islam • Refer to sources of wisdom and authority. <p>Learners might consider some of the following: AO1: Learners are likely to discuss prophethood (risalah) as the means of communication between Allah and humans and show an understanding of their influence by teaching, guiding and training people to follow Allah. The example of the prophets is part of the Sunni and Shi’a articles/principles of faith. The Qur’an mentions 25 prophets, beginning with Adam and that Muhammad (pbuh) is the final prophet. Links to prophets in Judaism and Christianity are likely to be made. Learners may cite sources of authority from Qur’an about various prophets when explaining their importance e.g. Ibrahim [19:41], Musa [33:69] & Isa [45]. References given to Qur’anic texts by local imams from Sunni and Shi’a communities, from academics from The Woolf Institute, for example, or The Islamic Council, for example, may be developed. AO2: Learners are likely to argue in support of this statement due to the significance and role of the prophets in Islam. Allah has chosen to reveal his teachings and rules through many prophets over time. Muslims will argue that the best way to live is to follow the will of Allah, which is made known through the prophets, culminating in the final revelation through Muhammad (pbuh). Every prophet is of equal status and each is a messenger of Allah. All should be listened to and followed. Some may discuss in detail the example of Muhammad (pbuh) as being the final prophet and role model to follow, which subsequently resulted in the Qur’an, the basis of Shariah Law, and other sources of wisdom being created to help Muslims how to behave i.e. The Sunna and The Hadith. Learners may discuss and evaluate other role models, such as other religious leaders or parents or the belief by Shi’a Muslims, in the 12 imams that are infallible, as being equally important to show how to live the best life. Some may argue that following the example of the prophets is irrelevant nowadays, as so many people live lives without any faith, have different values or believe that religion causes many problems. Some learners may focus upon the divisions that have developed since Muhammad (pbuh) amongst Muslims, and argue there is no one agreed way to live.</p> | <p>15</p> <p>3 AO1 12 AO2</p> <p>() 3 SPaG</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p> <p>The indicative content is not exhaustive and where a learner offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|---|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Islam • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10–12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Muslim groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Islam • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7–9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Muslim groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Islam • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4–6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Muslim groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1–3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|-----------------|---|
| 3 | Judaism | | |
| (a) | <p>State three characteristics of the Messiah.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Descendant of King David • Future heroic king • Eternal • Ruler • Sent from G-d • Restorer of the Jewish nation • Shepherd- like | 3 AO1 | 1 mark for each correct response to a maximum of 3 marks. |
| (b) | <p>Outline what Jews mean by the term 'shekinah'.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The presence of G-d made known • It is synonymous with the term G-d • Refers to G-d descending or dwelling on earth • The majestic presence of G-d on earth • Term used by rabbis to avoid misunderstanding of anthropomorphic references to G-d in the Bible • Shekinah is associated with the feminine aspects of G-d in later Judaism | 3 AO1 | Marks should be awarded for any combination of statements, development and exemplification. |
| (c) | <p>Describe one Jewish belief about the Promised Land.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • G-d promised the Hebrews a land of their own if Abraham and his descendants followed G-d's laws • G-d gave Abraham and his family the Land of Israel as a place where his descendants are to create the nation that's the model for the world • The Land of Israel is a special place; it's the only place on earth where the Jewish people can achieve their mission. A model nation cannot be anywhere else • Jews believe in a moral claim to this land from G-d • The Land of Israel is central to Judaism. A substantial portion of Jewish law is tied to the Land of Israel, and can only be applied there | 3 AO1 | Marks should be awarded for a statement plus any combination of development and/or exemplification. |

| Question | Indicative content | Marks | Guidance |
|----------|---|---|---|
| (d) | <p>Explain why Jews believe G-d will judge them at the end of the world.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners are likely to describe Jewish beliefs about G-d as judge and what scriptures and rabbis teach about the day of Judgement as the Last Day of the World. Some may discuss the festival of Rosh Hashanah and its significance for Jews throughout the world. The importance of Yom Kippur and links to The Book of Life may be made and references to atonement for sins from the Torah may also be given. The Jews believe in a messianic era that will bring about a resurrection of the dead and Day of Judgment. This will be followed by Olam Ha Ba- a better 'World to Come.' Some learners may describe divergent views between rabbinical scholars. Some rabbis believe this Day of Judgment will happen after the resurrection, while others believe it is accomplished every year on Rosh Hashanah.</p> <p>AO2: Learners may explain the changes of beliefs about this concept. Initially, when the Jewish scriptures were written, people believed everyone went to Sheol, but first mention of the resurrection of the dead appeared later in the book of Daniel. Towards the end of the period when the scriptures were written some came to believe there was eternal life and that G-d eventually would judge people. Ethical behaviour, as is found in practicing the 613 commandments of Torah, will guarantee immunity on the Day of Judgment and secure a place in Olam Ha Ba - a place of righteousness, justice and overflowing abundance. Their belief is that by living in accordance with these laws, on the Day of Judgment Jews will earn a place in the World to Come. However, there is not much said in scriptures about heaven so Jews focus upon living each day to the best of their abilities according to the mitzvot.</p> <p>Some learners may explain the differences in Judaism about a last Day of Judgment for all mankind. Some rabbis hold that there will be such a day following the resurrection of the dead. Others hold that this accounting and judgment happens when one dies. Still others hold that the Last Judgment only applies to the Gentiles (goyim) and not the Jewish people.</p> | <p>6</p> <p>4</p> <p>AO1</p> <p>2</p> <p>AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 4 (4) | A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Good selection of appropriate material with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Judaism • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues | 2 (2) | A good demonstration of analysis and evaluation in response to the question: <ul style="list-style-type: none"> • Successful analysis and evaluation of the issue • Good analysis and evaluation of the significance and/or influence of the issue on different Jewish groups |
| 3 (3) | An adequate but under-developed demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate material with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Judaism • Adequate knowledge and understanding of influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues | | |
| 2 (2) | A limited demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown through limited use of religious knowledge • Some material selected is appropriate but description is limited • Limited knowledge and understanding of different viewpoints within Judaism • Limited knowledge and understanding of influence on individuals, communities and societies • Limited knowledge and understanding of the breadth and/or depth of issues | 1 (1) | Some demonstration of analysis and/or evaluation in response to the question: <ul style="list-style-type: none"> • Some analysis and/or evaluation of the issue, which may be implicit or unsuccessful • Some analysis and/or evaluation of the significance and/or influence of the issue on different Jewish groups |
| 1 (1) | A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • Weak understanding of the question shown by factual errors or generalised responses with little connection to the question • Weak and/or a small amount of relevant information selected • Weak knowledge and understanding of different viewpoints within Judaism • Weak knowledge and understanding of the influence on individuals, communities and societies • Points may be listed and/or lacking in relevant detail related to the issues | | |
| 0 (0) | No response or no response worthy of credit. | 0 (0) | No response or no response worthy of credit. |

| Question | Indicative content | Marks | Guidance |
|----------|--|---|---|
| (e) | <p>‘The best way to live is to obey the Mitzvot.’</p> <ul style="list-style-type: none"> • Discuss this statement. In your answer, you should: • Analyse and evaluate the importance of points of view, referring to common and divergent views within Judaism • Refer to sources of wisdom and authority. <p>Learners might consider some of the following:</p> <p>AO1: Beliefs about life after death, particularly lack of teachings about heaven in Jewish scriptures, may be discussed. However, for Jews the importance of life is the way in which it is lived on earth. Jews emphasise and stress the importance to live according to the mitzvot. Positive and negative mitzvot could be described. Details about the Torah, the covenant relationships and G-d as judge may be described to show an understanding of the significance of the mitzvot. Divergent views held by different Jewish groups about their significance may also be cited. Sources of wisdom and authority may include references from the Torah and The Talmud, local rabbis, interpretations by academics from The Woolf Institute, for example, or The British Council for Christians and Jews.</p> <p>AO2: Learners might discuss and evaluate the view that the mitzvot are the best way to live as the commandments have come from G-d, who wanted his creation to live in harmony. Some may argue that many of the 613 mitzvot belong to another time and place and do not have much relevance in modern 21st century. They could explain differences of observance by Orthodox and Reformed Jews, for example, to show how people have interpreted differently the way they follow the mitzvot. Some learners may analyse their relevance and point out that there is a wide range of beliefs and practices by different Jews. Because of this, some may argue they are the best way to live life and others will argue they are not the best way to live life. Some may argue that the principle of interpersonal relationships is far more important, and the best way to live, rather than following the mitzvot to the letter of the law.</p> | <p>15</p> <p>3 AO1 12 AO2</p> <p>() 3 SPaG</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p> <p>The indicative content is not exhaustive and where a learner offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|---|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Judaism • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10–12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Jewish groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Jewish groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Judaism • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7–9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Jewish groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Judaism • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4–6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Jewish groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1–3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|-----------------|---|
| | Section B: Relationships and families | | |
| 4 | Christianity | | |
| (a) | <p>Outline one Christian view about pre-marital sex.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Some may disapprove as sex should only occur within marriage • Pre-marital sex could lead to unwanted pregnancies, to abortions or unwanted children. Some would regard this as wrong. • Some Christians accept couples live together before marriage and have pre-marital sex as signs of their love for one another. • Casual sex is wrong | 3 AO1 | Marks should be awarded for a statement plus any combination of development and/or exemplification. |
| (b) | <p>Describe the role of women in Christian families.</p> <p>Responses might include:</p> <p>Whilst Christians believe that men and women are equal in God's eyes, there are different views of the roles of men and women within families. Some may describe the traditional role of women, as that of the homemaker and carer of children and refer to teachings in the Bible which show that women are men's helpers or should be submissive towards their husbands. Some may also refer to teachings by the Christian Church about roles of women in families, particularly the Roman Catholic views on the value of the role of the women in the home. Some may describe the changes in attitude and practices in modern day families where caring for children running a home, providing for the family and working patterns have changed considerably. The Church has updated its views and supports women working outside the home as well as men. Some may describe how Jesus challenged stereotypes by treating women differently in his own time and cultures. Respect for both men and women and their choices about roles in families should be paramount.</p> | 6 AO1 | Examiners should mark according to AO1 descriptors. Please refer to the Level of Response grid below when marking this question. |

| Level (Mark) | <u>AO1</u> |
|-----------------|--|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|---|---|
| (c) | <p>Explain how Christian teachings influence views about equality.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners might refer to Biblical teachings that relate to equality and how they are interpreted by Christians. Denominational differences about the role of women and men in ministry may be discussed. Various Christian attitudes towards gender or race may be discussed. Key beliefs about equality are likely to be described such as all individuals have equal worth in God's eyes. Similarly all Christians should value everyone equally and treat all fairly, regardless of differences between people.</p> <p>AO2: Learners are likely to explain how the Bible is the basis of Christian teaching and these teachings provide the basis of the Christian Church and Christian individuals' beliefs and attitudes about equality. Different interpretations of the teachings have resulted in different attitudes and beliefs amongst Christians.</p> <p>Some may explain how prejudices and discriminations have arisen amongst Christian denominations over hundreds of years. Learners may provide examples of such prejudices influencing ordination of women within the Church, the roles of men and women in families and society, varying attitudes towards same sex- marriage or other controversial differences amongst Christians.</p> <p>Some may describe in detail the influence of culture, laws of the land, and society conflicting with Christian teachings about equality and that some believe that teachings need to be revised as attitudes and society changes. Others believe biblical teachings should not be adapted or changed to suit modern views e.g homosexuality laws.</p> <p>There are many positive outcomes on communities and individuals as a result of the biblical teachings about equality and learners may give examples of these in response to this question, e.g. Arch Bishop's Truth and Reconciliation Commission in South Africa.</p> | <p>6</p> <p>2 AO1</p> <p>4 AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|---|
| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|--|--|
| (d)* | <p>'Religion should not divide families.'</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs and teachings within Christianity • Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1: Family life is very important and the Christian religion has much to say about it. Learners are likely to identify ways in which religion influences families on attitudes and values about marriage, divorce, sexual relationships and roles of family members, and daily living. Differences between denominations may also be cited, as well as cultural influences linked to religion. Teachings from the Bible and The Church are likely to be given to support these views. Influences from the rise of secularism in Britain, alongside the multi-faith and multi-cultural nature of Britain may also be used in discussion.</p> <p>AO2: Learners may argue both the positive and negative impact upon individuals and families of religious upbringing. Having strong religious values and beliefs can strengthen families yet divide families. References to marriage, divorce, same sex marriages, gender differences may all be cited as examples of situations where there are divided attitudes because of traditional and liberal interpretations of the Bible. Some may discuss the ways in which there are many different views held by the denominations which cause division amongst families e.g. same sex marriages or divorce and remarriages.</p> <p>On the other hand the biblical teachings and Church teachings give an ideal that all should aspire to and lead to happy family life. The Christian religion supports strong family life and believes that marriage is the basis of stable families and therefore following the faith should lead to contented families, not divided families.</p> <p>Some may argue that many families are divided because there is a move away from religion and religious upbringing in the West. The rise of secularism in the West has resulted in changing norms amongst families and caused divisions between family members. Younger generations react differently to values of their parents which cause tensions.</p> <p>Modern-day examples from the media may be cited where religious intolerance and discrimination has happened and divided families. The influence on families of Britain being a multi-faith/multi-cultural society may be developed to show how this too can create division and split families and communities.</p> | <p>15</p> <p>3 AO1 12 AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> <p>The indicative content is not exhaustive and where a learner offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|---|--------------|--|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10-12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7-9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4-6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |
| | | 1 (1-3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|-----------------|---|
| 5 | Islam | | |
| (a) | <p>Outline one Muslim view about pre-marital sex.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Sexual relations outside marriage are wrong • Young men and women are tempted to have sexual relationships outside marriage so men are not allowed to be alone with women, except their wives • Muhammad (pbuh) said that people who had unlawful sex, such as pre-marital sex, would deserve and receive punishment from Allah | 3 AO1 | Marks should be awarded for a statement plus any combination of development and/or exemplification. |
| (b) | <p>Describe the role of women in Muslim families.</p> <p>Responses might include:</p> <p>Islamic principles define equality for both sexes but they are designed differently for different roles. Learners are likely to describe how Islam venerates women and that they have their own rights. They can be great leaders, or businesswomen but they are designed to be mothers, give birth and breast feed babies, something men cannot do. Therefore a woman can work, if she chooses to, but is not obligated to work. Historically many choose to just be wives and mothers and look after the home. They are expected to look after the home and take care of the children and if they neglect to do this and work instead this is regarded as going against Islamic principles.</p> <p>Some may describe the women's role bringing up children religiously and their duties to impart religious values and principles. The importance of bringing up children is seen as an important function of families. Whilst the wife brings up the children and looks after the home, the husband protects his wife and family and provides for them. This is the model way in which Allah wanted men and women to live.</p> | 6 AO1 | <p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> |
|-----------------|---|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Islam • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Islam • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Islam • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|---|---|
| (c) | <p>Explain how Islamic teachings influence views about equality.</p> <p>Learners might consider some of the following:</p> <p>AO1: One basic element in the value system of Islam is the principle of equality. Islam teaches that in the sight of Allah Almighty, all people are equal, but they are not necessarily identical. There are differences of abilities, potentials, ambitions, wealth and so on. Learners are likely to cite a number of teachings from the Qur'an related to equality e.g. Surah 49:14. These are normative teachings which are infallible. Some may refer to the Hajj, as one of the Five Pillars and how they wear ihram to show equality. Differences about gender equality because of cultural influences or different Muslim groups' teachings may also be cited</p> <p>AO2: There are diverse cultural practices and opinions amongst Muslims around the world regarding equality. Learners may explain the differences between sects of Islam or cultural differences between Muslims surrounding equality, e.g. over the role of women in society or towards homosexuality. Learners may explain that it is necessary to make a distinction between the primary sources of Islam (the Qur'an and the Sunnah) and legal opinions of scholars on Islamic teachings, which may vary and be influenced by their times, circumstances, and cultures.</p> <p>Some may discuss the positive influence on equality of Islamic principles and teachings for all time and all people. The Prophet (pbuh) demonstrated his beliefs in equality, warning that no-one should be separated because of race, religion or gender.</p> <p>Some may explain Sunni and Shi'a differences, due to varying interpretations of Islamic teachings about equality down the ages that result in different views about gender differences. In the West, many view the way in which Muslim women are treated by Muslim men as a form of prejudice and discrimination. Some may discuss how Islamic teachings affect Muslims living in this country leading to different practices or attitudes about gender equality.</p> | <p>6</p> <p>2</p> <p>AO1</p> <p>4</p> <p>AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Muslim groups • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Muslim groups • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|--|--|
| (d)* | <p>‘Religion should not divide families.’</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs and teachings within Islam • Explain and evaluate the importance of points of view from the perspective of Islam. <p>Learners might consider some of the following: AO1 The Qur’an has laid much emphasis on family life. A good family order serves as a model for the society. Some may discuss the important roles of men as the head of the family and women as the home makers and nurturer of children and the impact this has upon young people and their attitudes and values. Parents pass on their faith as an important part of parenting. Learners are likely to identify ways in which religion influences families on attitudes and values about marriage, divorce, sexual relationships and roles of family members, and daily living. Teachings from the Qur’an and The Hadith are likely to be given to support these views. Influences from the rise of secularism in Britain, alongside the multi-faith and multi-cultural nature of Britain may also be used in discussion. AO2: Learners may argue both the positive and negative impact upon individuals and families of a religious upbringing. Strong religious values and beliefs can strengthen families yet divide families. Examples of situations where there are divided attitudes because of interpretations of the Qur’an or changing attitudes between the generations may be cited. On the other hand some may argue for the positive influence of religion on families. The Qur’an and the example of Muhammad (pbuh) provides a set of boundaries and standards that are good for everyone; they provide an ideal that all should aspire to and lead to happy family life. The Islamic religion supports strong family life and believes that marriage is the basis of stable families and therefore following the faith should lead to contented families, not divided families. Some may argue that many families are divided because there is a move away from religion and religious upbringing in the West. The rise of secularism in the West has resulted in changing norms amongst families and caused divisions between family members. Younger generations react differently to values of their parents which cause tensions. Some may discuss the way in which Islam is viewed as the only true religion and can cause issues with people from other faiths and none. The influence on families of Britain being a multi-faith/multi-cultural society may be developed to show how this too can create division and split families and communities.</p> | <p>15</p> <p>3 AO1 12 AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> <p>The indicative content is not exhaustive and where a learner offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Islam • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10-12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Muslim groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Islam • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7-9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Muslim groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Islam • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4-6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Muslim groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |
| | | 1 (1-3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit. |

| Question | Indicative content | Marks | Guidance |
|----------|--|-----------------|---|
| 6 | Judaism | | |
| (a) | <p>Outline one Jewish view about pre-marital sex.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Sexual relations outside marriage is strongly condemned • Young men and women are tempted to have sexual relationships outside marriage so men and women should not be together in a closed room or house • In Orthodox synagogues men and women sit separately to prevent sexual temptation or have their minds taken off worshipping G-d, such are the rules to protect people from sexual temptation | 3 AO1 | <p>Marks should be awarded for a statement plus any combination of development and/or exemplification.</p> |
| (b) | <p>Describe the role of women in Jewish families.</p> <p>Responses might include:</p> <p>In a Jewish household, the wife and mother is called in Hebrew akeret habayit. This means literally the “mainstay” of the home. It is she who largely determines the character and atmosphere of the entire home. G–d demands that every Jewish home should have a Jewish character, not only on Shabbat and the holidays, but also on the ordinary weekdays and in “weekday” matters. It must be a Jewish home in every respect and the women ensures this happens. Women have the special and sacred role as child bearer, homemaker and transmitter of Jewish values, and they have the main responsibility for the children's upbringing.</p> <p>What makes a Jewish household different from a non-Jewish household is that it is conducted in all its details according to the directives of the Torah. Hence the home becomes an abode for G–d’s Presence, a home for G–dliness. In all that has been said above, the Jewish wife and mother has a primary role, second to none. It is largely – and in many respects exclusively – her great task and privilege to give her home its truly Jewish atmosphere. It is the mother’s role to introduce the children to important festivals and rituals associated with daily living and observing the laws of kashrut.</p> | 6 AO1 | <p>Examiners should mark to AO1 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> |
|-----------------|---|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Judaism • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Judaism • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Judaism • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|--|---|
| (c) | <p>Explain how Jewish teachings influence views about equality.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners are likely to cite teachings from the Torah to describe Jewish views on equality. Jews believe that every race is descended from the first Adam and that there is time to look forward when all will live in peace and be treated equally because all people are equal. The influence of culture may be developed, as also the different sects of Judaism, and the way they interpret teachings from the Torah resulting in different ways men and women are treated in their communities.</p> <p>AO2: There are many positive outcomes on communities and individuals as a result of the Jewish teachings about equality and learners are likely to explain the significance of the Torah and the Covenant relationship to Jews and how it influences their attitudes towards other people. Judaism is more deed than creed. How they live and treat one another and how they care for the world and all life around them is a direct reflection of what they believe. The Jewish faith is all about the relationship of the covenant nation working with God as partners in restoring the world to justice and equality for all and in helping better the world for the generations to come.</p> <p>Some may describe in detail the influence of culture, laws of the land, and society which conflicts with teachings about equality and that some believe that teachings need to be revised as attitudes and society changes. Others believe Jewish teachings should not be adapted or changed to suit modern views e.g homosexuality laws.</p> <p>Different interpretations of teachings vary resulting in different attitudes and practices amongst Jews and may appear to those outside of Judaism as discriminatory, e.g Jewish attitudes towards women is regarded by some as sexist.</p> <p>Some learners may explain the affect upon Jewish attitudes about equality because of the Holocaust or other historical events which have influenced Jews and their interpretation of the teachings in the Torah.</p> | <p>6</p> <p>2 AO1 4 AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Jewish groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Jewish groups • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Jewish groups • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|---|--|
| (d)* | <p>'Religion should not divide families.'</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs and teachings within Judaism • Explain and evaluate the importance of points of view from the perspective of Judaism. <p>Learners might consider some of the following:</p> <p>AO1: The Torah and the development of Judaism have laid much emphasis on family life. A good family order serves as a model for the society. Parents pass on their faith as an important part of parenting. Learners are likely to identify ways in which religion influences families on attitudes and values about marriage, divorce, sexual relationships and roles of family members, and daily living such as keeping a 'kosher home'. Teachings from the Torah are likely to be given to support these views. References to their history and the impact it has had upon Jewish families may be discussed. The influence of different Jewish sects could be developed. Influences from the rise of secularism in Britain, alongside the multi-faith and multi-cultural nature of Britain may also be used in discussion.</p> <p>AO2: Learners may argue both the positive and negative impact upon individuals and families of religious upbringing. Strong religious values beliefs can strengthen families yet divide families. Examples of situations where there are divided attitudes because of interpretations of the Torah or changing attitudes between the generations and branches of Judaism may be cited.</p> <p>Some may argue for the positive influence of religion on families. The Torah provides a set of boundaries and standards that are good for everyone; they provide an ideal that all should aspire to and lead to happy family life. The Jewish faith supports strong family life and believes that marriage is the basis of stable families and therefore following the faith should lead to contented families, not divided families.</p> <p>Some may argue that many families are divided because there is a move away from religion and religious upbringing in the West. The rise of secularism in the West has resulted in changing norms amongst families and caused divisions between family members. Younger generations react differently to values of their parents which cause tensions. Some may discuss the importance of maintaining the covenant relationship and the way in which this has affected Jewish families both positively and negatively down the ages.</p> <p>The influence on families of Britain being a multi-faith/multi-cultural society may be developed to show how this too can create division and split families and communities.</p> | <p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p> <p>The indicative content is not exhaustive and where a learner offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Judaism • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10-12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Jewish groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Jewish groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Judaism • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7-9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Jewish groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Judaism • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4-6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Jewish groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |
| | | 1 (1-3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|-----------------|--|
| | Section C: Dialogue within and between religious and non-religious beliefs | | |
| 7 | Christianity | | |
| (a) | <p>Name three public holidays based on Christian celebrations.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Christmas day • Boxing day • Easter Sunday/Monday • Good Friday | 3 AO1 | 1 mark for each correct response to a maximum of 3 marks. |
| (b) | <p>Describe Christian attitudes towards scientific methods used in Britain to create life.</p> <p>In your response you must consider the fact that religious traditions in Great Britain are diverse, but mainly Christian.</p> <p>Learners might consider some of the following:</p> <p>Whilst the Christian religion is still the main religious tradition in this country, there are many citizens who belong to other religious faiths. However The Church of England still has significant impact upon laws and affects views and attitudes on scientific developments that may raise moral/theological concerns in this country.</p> <p>The Church of England, Roman Catholic and Methodist views about fertility treatments are likely to be described by learners, showing that some methods to create life, such as AID or IVF are unacceptable. IVF treatment may be viewed by some Christians as going against God's plan for the couple or against the sanctity of life. Surrogacy is not approved off by any Christian denomination because of the use of a third party; it strikes against the heart of the family and can cause problems for both the child and family members.</p> <p>Learners may describe the positive attitudes by some Christians towards fertility treatments and that it is a matter for individuals to decide what is right for them regarding creating life. God has given human being knowledge and skills to make it possible to create life, when in the past there would</p> | 6 AO1 | Examiners should mark according to AO1 descriptors. Please refer to the Level of response grid below when marking this question. |

| Question | Indicative content | Marks | Guidance |
|----------|---|-------|----------|
| | <p>have been no hope for a couple having children if one of them was infertile, for example.</p> <p>Some may describe the Christian attitudes towards cloning and the use of 'spare' embryos in medical research and creation of life. There is concern that scientists are 'playing the role of God' and devaluing life. Moral concerns about where cloning might lead to, or some fertility treatments, means that many Christians are wary about some of these modern methods used to create life.</p> | | |

| Level (Mark) | <u>AO1</u> |
|-----------------|---|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge and reference to the diverse nature of religious tradition in Great Britain • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge and some reference to the diverse nature of religious tradition in Great Britain • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question and limited reference to the diverse nature of religious tradition in Great Britain • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|---|--|
| (c) | <p>Explain why Christians have different attitudes towards other religions.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners are likely to refer to biblical teachings that support the Christian faith as being the only true religion. Exclusivist, inclusive, inter-faith groups and ecumenism are some of the movements that may be discussed. The importance of the Christian religion and national identity may be described. Proselytisation may be also be described.</p> <p>Apart from biblical references, other sources of wisdom and authority may include local priests, statements from the Church of England or Roman Catholic Church, academics from The Woolf Institute for example or interfaith groups such as the Three Faith Forum.</p> <p>AO2: From early days Christians have taken to telling others about their faith in order to convert them because of their beliefs about the good news and teachings in the gospels. Learners may explain how proselytisation is controversial amongst Christians. Some may expand upon the different religious groups within Christianity regarding other religions to show different beliefs and attitudes due to various teachings from the Bible or from key religious figures of authority like the Pope. Some believe that Christianity is the only true religion and all others are false. Salvation is only possible through faith in Jesus Christ. Others interpret biblical teachings in such a way that non-Christians can go to heaven if they live a good and moral life and others maintain that God reveals himself through all religious traditions and that the Christian faith is just one of many valid responses to God.</p> <p>Tensions, which have arisen in Great Britain amongst people of faith and none, due to terrorism may be developed to explain why there are different attitudes by some Christians. There are those who promote inter-faith dialogue and those who are exclusivist and think everyone should try to be converted to Christianity.</p> <p>Some may explain that with the existence of so many religions in the Great Britain this has led many asking questions like "Is one religion the right way to God and heaven, while other religions are wrong?" or "Are some right and others wrong?" All of which have led to different attitudes towards other religions.</p> | <p>6</p> <p>2</p> <p>AO1</p> <p>4</p> <p>AO2</p> | <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|---|
| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|---|--|
| (d)* | <p>‘Schools should be secular communities.’</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs and teachings within Christianity • Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1: Learners are likely to describe details about the provision of faith and non-faith schools and the history of how this came about. Information about the rise of secularism , The National Secular Society, humanism and the British Humanist Association and its views about state education rejecting the influence of religion in schools and demanding schools to be secular communities may be developed. Current laws on provision of more state funded faith schools and free schools may be developed. Knowledge of the Education Act 1988 may be cited.</p> <p>AO2: Learners are likely to argue that with the decline in numbers of people following a faith in this country means that the influence of religion in our schools should also decline. Therefore there should be less, not more faith schools and compulsory daily acts of worship and compulsory Religious Education should be stopped.</p> <p>As this country is multi-cultural and mutli-faith it is wrong to purport just Christianity in schools and whilst the law does allow for knowledge and understanding of other major faiths to be taught it still insists that schools recognise that this country is largely influenced by Christian traditions and teachings. The 1988 Education Act needs repealing.</p> <p>Some may agree with the National Secular Society and the Humanist Association that argue there should be a complete divorce between the influence of religion and the provision of state education. They are not against teaching about religions but are against promoting any religion in school or the confessional teaching of religions in some state faith schools. Details about ‘pushing’ religion onto young minds might be discussed and argued it is wrong to do this in schools.</p> <p>Some learners may discuss the wider implications for societies to know and understand about religion, as well as secular views, and agree with the benefits of having both religious and secular values influencing education.</p> <p>Some may argue that whilst many are not religious there are many parents who choose to send their children to faith schools or are happy to send them to their local primary Christian school as they approve of the aims and values of the school.</p> | <p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> | <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|---|--------------|--|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10-12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7-9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4-6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |
| | | 1 (1-3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|-----------------|---|
| 8 | Islam | | |
| (a) | <p>Name three public holidays based on Christian celebrations.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Christmas day • Boxing day • Easter Sunday/Monday • Good Friday | 3 AO1 | 1 mark for each correct response to a maximum of 3 marks. |
| (b) | <p>Describe Muslim attitudes towards scientific methods used in Britain to create life.</p> <p>In your response you must consider the fact that religious traditions in Great Britain are diverse, but mainly Christian.</p> <p>Learners might include some of the following:</p> <p>Whilst the Christian religion is still the main religious tradition in this country, there are many citizens who belong to other religious faiths. However The Church of England still has significant impact upon laws and affects views and attitudes on scientific developments that may raise moral/theological concerns in this country.</p> <p>Muslims believe a child is a gift from Allah. Some think nobody should interfere, using scientific methods because Allah has a plan for everyone. Others think that every woman has the right to be a mother and medical help should be available for infertility because it's an illness like any other and doctors should treat a man/woman suffering from it.</p> <p>Islam encourages research and investigation. Islam allows the new scientific reproduction technology as long as it is done between the married couples. IVF and AIH are acceptable for many Muslims if sperm and egg of the couple are used. Anything else is viewed as adultery e.g. AID.</p> <p>Surrogacy is viewed positively and negatively by Muslims, some accepting that is it reasonable as it allows the continuation of the human race and others arguing against it because it is akin to adultery. Human cloning is completely prohibited. Islam prohibits such cloning because it contradicts with diversity of creation.</p> | 6 AO1 | Please refer to the Level of response grid below when marking this question. |

| Level (Mark) | <u>AO1</u> |
|-----------------|--|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge and reference to the diverse nature of religious tradition in Great Britain • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Islam • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge and some reference to the diverse nature of religious tradition in Great Britain • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Islam • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question and limited reference to the diverse nature of religious tradition in Great Britain • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Islam • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|---|--|
| (c) | <p>Explain why Muslims have different attitudes towards other religions.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>AO1: The concept of brotherhood highlighted in the Five Pillars of Islam is likely to be described, as also are the guidelines from the Constitution of Madinah about attitudes towards other religions and none in order to explain their response to this question. Reference to Islamic teachings found in the Qur'an on religious pluralism may be developed. The Qur'an criticizes Christians and Jews who believed that their own religions are the only source of truth. However, any kind of idolatry is condemned in Islam. As a result, Muslims hold that for someone to worship any other gods or deities other than Allah is sinful and will lead to separation from Allah. Apart from teachings from the Qur'an, other sources of wisdom and authority may include local imams, Islamic scholars from sects of Islam, or interfaith groups such as the Three Faiths Forum.</p> <p>AO2: Like Christianity, Islam is a proselytising religion and does not accept that all other religions are true. Because of believing they have an obligation to teach other people about their faith and persuade them to adopt it; it results in different attitudes amongst Muslims towards other religions. Learners are likely to explain the close ties with Christianity and Judaism affecting attitudes by Muslims towards those two religions. Muslims consider the prophets of Judaism and Christianity to be true messengers of God, but hold Muhammad (pbuh) to be the last and greatest of these.</p> <p>Tensions, which have arisen in Great Britain amongst people of faith and none, due to terrorism may be developed to explain why there are different attitudes by some Muslims. There are those who promote inter-faith dialogue and those who are exclusivist and think everyone should try to be converted to Islam.</p> <p>Some may explain that with the existence of so many religions in the Great Britain this has led many asking questions like "Is one religion the right way to God and heaven, while other religions are wrong?" or "Are some right and others wrong?" All of which have led to different attitudes towards other religions.</p> | <p>6</p> <p>2</p> <p>AO1</p> <p>4</p> <p>AO2</p> | <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Muslim groups • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Muslim groups • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|---|--|
| (d)* | <p>'Schools should be secular communities.'</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Islam • Explain and evaluate the importance of points of view from the perspective of Islam <p>AO1: Learners are likely to describe details about the provision of faith and non-faith schools and the history of how this came about, including how the country has Muslim state funded schools. Information about the rise of secularism, The National Secular Society, humanism and the British Humanist Association and its views about state education rejecting the influence of religion in schools and demanding schools to be secular communities may be developed. Current laws on provision of more state funded faith schools and free schools may be developed. Knowledge of the Education Act 1988 may be cited.</p> <p>AO2 : Learners are likely to argue that with the decline in numbers of people following a faith in this country means that the influence of religion in our schools should also decline. There should be less, not more faith schools and compulsory daily acts of worship and compulsory Religious Education should be stopped.</p> <p>As this country is multi-cultural and mutli-faith it is wrong to purport just Christianity in schools and whilst the law does allow for knowledge and understanding of other major faiths to be taught it still insists that schools recognise that this country is largely influenced by Christian traditions and teachings. The 1988 Education Act needs repealing.</p> <p>Some may agree with the National Secular Society and the Humanist Association that argue there should be a complete divorce between the influence of religion and the provision of state education. They are not against teaching about religions but are against promoting any religion in school or the confessional teaching of religions in some state faith schools. Details about 'pushing' religion onto young minds might be discussed and argued it is wrong to do this in schools.</p> <p>Some learners may discuss the wider implications for societies to know and understand about religion, as well as secular views, and agree with the benefits of having both religious and secular values influencing education.</p> <p>Some may argue that whilst many are not religious there are many parents who choose to send their children to faith schools or are happy to send them to their local primary faith school as they approve of the aims and values of the school. This is particularly true of parents from other practising faiths.</p> | <p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> | <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Islam • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10-12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Muslim groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Muslim groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Islam • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7-9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Muslim groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Islam • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4-6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Muslim groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |
| | | 1 (1-3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|-----------------|---|
| 9 | Judaism | | |
| (a) | <p>Name three public holidays based on Christian celebrations.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Christmas day • Boxing day • Easter Sunday/Monday • Good Friday | 3 AO1 | 1 mark for each correct response to a maximum of 3 marks. |
| (b) | <p>Describe Jewish attitudes towards scientific methods used in Britain to create life.</p> <p>In your response you must consider the fact that religious traditions in Great Britain are diverse, but mainly Christian.</p> <p>Whilst the Christian religion is still the main religious tradition in this country, there are many citizens who belong to other religious faiths. However The Church of England still has significant impact upon laws and affects views and attitudes on scientific developments that may raise moral/theological concerns in this country.</p> <p>The Jewish attitude towards procreation is derived from the first commandment of G-d to Adam to 'Be fruitful and multiply'. Judaism allows the practice of all techniques of assisted reproduction when the egg and sperm originate from the wife and husband respectively. Some Jews are positive about AID; it is not considered adultery <i>per se</i> (since sexual relations are not involved), but for others it is still considered an abomination by many, and is strongly discouraged. Regarding egg donation, there are rabbinical authorities who reject outright the idea of using donor eggs. Others believe that a woman may receive donor eggs as long as her husband has consented.</p> <p>The question of who is the mother is extremely complicated to answer. According to traditional Judaism, the status of "who is a Jew" is determined by whether or not the mother is Jewish. What happens when the genetic mother is a different person from the gestational mother? This is an additional question regarding scientific methods used to create life.</p> <p>Regarding surrogacy, the Jewish religion does not forbid the practice of surrogacy. From the</p> | 6 AO1 | Please refer to the Level of response grid below when marking this question. |

| Question | Indicative content | Marks | Guidance |
|----------|---|-------|----------|
| | <p>religious point of view, the child will belong to the father who gave the sperm and to the mother who gave birth.</p> <p>A general consensus appears to be emerging in the Jewish community that therapeutic cloning, using cloning technology for medical research is acceptable, but reproductive cloning, using the technology to copy someone, is not.</p> | | |

| Level (Mark) | <u>AO1</u> |
|-----------------|--|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge and reference to the diverse nature of religious tradition in Great Britain • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Judaism • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge and some reference to the diverse nature of religious tradition in Great Britain • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Judaism • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question and limited reference to the diverse nature of religious tradition in Great Britain • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Judaism • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|---|--|
| (c) | <p>Explain why Jews have different attitudes towards other religions.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners are likely to provide teachings from the Torah and the Talmud which support Jews, rabbis and scholars in their views about the Jewish religion and other religions. The importance of the Noachide laws could be developed. The link to the Covenant Relationship is likely to be explained as are the attitudes by Jews from Three Faiths Forum, British Council of Jews, Christians and Muslims or various denominational differences between Jews towards others from different faiths. Other sources of wisdom may include local rabbis or interpretations of the Torah from academics from The Woolf Institute, for example.</p> <p>AO2: Judaism teaches that everyone should follow their own religion and anyone living according to the Noachide Laws is living according to God's will. Learners are likely to explain why Jews do not actively try to convert people to Judaism.</p> <p>The emergence of councils such as The British Council for Jews, Christians and Muslims or The Three Faiths Forum shows how attitudes have changed and there is a desire to encourage friendship, goodwill and understanding between people of different faiths, especially between The Abrahamic faiths.</p> <p>Some may explain the term secular Jews and how they have developed a pride in maintaining Jewish identity and traditions but do not follow a religious life style, nor are too concerned about interfaith dialogue.</p> <p>Some may explain past historical differences between Jews, Christians and Muslims and the influence this has had upon attitudes towards one another. For example interfaith marriages are frowned upon by many orthodox Jews as they believe it will result in less Jewish people bringing their children up as Jewish.</p> <p>Tensions, which have arisen in Great Britain amongst people of faith and none, due to terrorism or anti-semitism may be developed to explain why there are different attitudes by some Jews.</p> <p>There are those who promote inter-faith dialogue and those who are exclusivist.</p> <p>Some may explain that with the existence of so many religions in the Great Britain has led many asking questions like "Is one religion the right way to God and heaven, while other religions are wrong?" or "Are some right and others wrong?" All of which have led to different attitudes towards other religions.</p> | <p>6</p> <p>2</p> <p>AO1</p> <p>4</p> <p>AO2</p> | <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Jewish groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Jewish groups • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Jewish groups • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|---|--|
| (d)* | <p>‘Schools should be secular communities.’</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Judaism • Explain and evaluate the importance of points of view from the perspective of Judaism. <p>Learners might consider some of the following:</p> <p>AO1: Learners are likely to describe details about the provision of faith and non-faith schools and the history of how this came about, including the rise of Jewish schools in this country. Information about the rise of secularism, The National Secular Society, humanism and the British Humanist Association and its views about state education rejecting the influence of religion in schools and demanding schools to be secular communities. Current laws on provision of more state funded faith schools and free schools may be developed. Knowledge of the Education Act 1988 may be cited.</p> <p>AO2 : Learners are likely to argue that with the decline in numbers of people following a faith in this country that the influence of religion in our schools should also decline. Therefore there should be less, not more faith schools and compulsory daily acts of worship and compulsory Religious Education should be stopped. The 1988 Education Act needs repealing.</p> <p>As this country is multi-cultural and mutli-faith it is wrong to purport just Christianity in schools and whilst the law does allow for knowledge and understanding of other major faiths to be taught it still insists that schools recognise that this country is largely influenced by Christian traditions and teachings. Details about ‘pushing’ religion onto young minds might be discussed and argued it is wrong to do this in schools.</p> <p>Some may agree with the National Secular Society and the Humanist Association that argue there should be a complete divorce between the influence of religion and the provision of state education. They are not against teaching about religions but are against promoting any religion in school or the confessional teaching of religions in some state faith schools.</p> <p>Some learners may discuss the wider implications for societies to know and understand about religion, as well as secular views, and agree with the benefits of having both religious and secular values influencing education.</p> <p>Some may argue that whilst many are not religious there are many parents who choose to send their children to faith schools or are happy to send them to their local primary Christian school as they approve of the aims and values of the school. This is particularly true of parents of other practising faiths.</p> | <p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> | <p>Please refer to the Level of response grid below when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|--|--------------|--|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Judaism • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10-12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Jewish groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Jewish groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Judaism • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7-9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Jewish groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Judaism • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4-6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Jewish groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |
| | | 1 (1-3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

AO grids

Section A – Beliefs and teachings

Learners answer two questions in Section A.

| Question | AO1 | AO2 | SPaG | Total |
|--------------|-----------|-----------|----------|-----------|
| 1a | 3 | | | 3 |
| 1b | 3 | | | 3 |
| 1c | 3 | | | 3 |
| 1d | 2 | 4 | | 6 |
| 1e | 3 | 12 | 3 | 18 |
| Total | 14 | 19 | 3 | 33 |
| 2a | 3 | | | 3 |
| 2b | 3 | | | 3 |
| 2c | 3 | | | 3 |
| 2d | 2 | 4 | | 6 |
| 2e | 3 | 12 | 3 | 18 |
| Total | 14 | 19 | 3 | 33 |
| 3a | 3 | | | 3 |
| 3b | 3 | | | 3 |
| 3c | 3 | | | 3 |
| 3d | 2 | 4 | | 6 |
| 3e | 3 | 12 | 3 | 18 |
| Total | 14 | 19 | 3 | 33 |

Section B – Relationships and families

Learners answer one question in Section B.

| Question | AO1/1 | AO2 | Total |
|--------------|-----------|-----------|-----------|
| 4a | 3 | | 3 |
| 4b | 6 | | 6 |
| 4c | 2 | 4 | 6 |
| 4d | 3 | 12 | 15 |
| Total | 14 | 16 | 30 |
| 5a | 3 | | 3 |
| 5b | 6 | | 6 |
| 5c | 2 | 4 | 6 |
| 5d | 3 | 12 | 15 |
| Total | 14 | 16 | 30 |
| 6a | 3 | | 3 |
| 6b | 6 | | 6 |
| 6c | 2 | 4 | 6 |
| 6d | 3 | 12 | 15 |
| Total | 14 | 16 | 30 |

Section C – Dialogue between religious and non-religious beliefs and attitudes

Learners answer one question in Section C.

| Question | AO1 | AO2 | Total |
|-----------------|------------|------------|--------------|
| 7a | 3 | | 3 |
| 7b | 6 | | 6 |
| 7c | 2 | 4 | 6 |
| 7d | 3 | 12 | 15 |
| Total | 14 | 16 | 30 |
| 8a | 3 | | 3 |
| 8b | 6 | | 6 |
| 8c | 2 | 4 | 6 |
| 8d | 3 | 12 | 15 |
| Total | 14 | 16 | 30 |
| 9a | 3 | | 3 |
| 9b | 6 | | 6 |
| 9c | 2 | 4 | 6 |
| 9d | 3 | 12 | 15 |
| Total | 14 | 16 | 30 |

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