



Oxford Cambridge and RSA

GCSE (9–1)

Religious Studies (Short Course)

J125/01: Religion, philosophy and ethics in the modern world

General Certificate of Secondary Education

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. 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

2. 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 second two d) part questions. 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>Give the Christian meaning of the term ‘atonement’.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • It means to make amends between God and Christians • Christ’s atonement brings about a new covenant or agreement between God and humanity • Jesus’ sacrifice upon the cross is the means of atonement • It is provided by God, as no human being is without sin; all fall short of God’s requirements • The idea is based upon Jewish practices of Day of Atonement • Jesus acts like the High Priest did on the Day of Atonement but this is a once and for all act • There is no need for an annual sacrifice to God as Christ’s death on the cross is a once and for all sacrifice, restoring the relationship between God and humanity. 	3 AO1	For 'Give ...' style questions: Marks should be awarded for a statement supported by any combination of development and exemplification.
(b)	<p>Outline one apocalyptic idea in the Early Church.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Early Christians expected Christ to return within their life time to establish a new world order. This event was known as the Parousia • Christians in the Early Church believed they were living in the ‘end times’ or last days of the world • Because the early Christians believed the end of the world was coming in their lifetime they lived accordingly and believed that the end of the world was going to be dramatic and frightening • Ideas of hell and a new heaven, as described in the book of Revelation, may be outlined. 	3 AO1	For 'Outline one...' style questions, marks should be awarded for a statement supported by any combination of development and exemplification.

Question	Indicative content	Marks	Guidance
	<p>(c) Describe one purpose of human beings given in the biblical accounts of Creation.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Humans were made in the image of God to reflect His likeness • Humans were made to rule over the fish of the sea, birds of the air and all other creatures that move upon the ground • Ruling over God's world meant taking care of it, acting as God's stewards • Because of being responsible for the care of the world human beings are accountable for their actions unlike other creatures • Human beings have been created as male and female to have children and to populate the earth. 	<p>3 AO1</p>	<p>For 'Describe one...' style questions, marks should be awarded for a statement supported by any combination of development and exemplification.</p>

Question	Indicative content	Marks	Guidance
(d)	<p>Describe different views about God's nature held by different Christian denominations.</p> <p>Learners might consider some of the following:</p> <p>Learners are likely to provide details about general characteristics commonly used by Christians to describe the nature of God such as 'transcendent, immanent, omniscient etc'. References from sources of authority, particularly the Bible and personal experiences may be given to show aspects of God's nature, e.g. Isaiah 40:22, Rev 1:8, & John 3:16, Job 33:4 & Nicene Creed.</p> <p>Whilst all aspects of God's nature are believed by all Christians, different groups emphasise one more than the other, particularly evident in styles of worship. The Orthodox Church emphasises the transcendent nature of God, i.e. God beyond human understanding and outside of time and space, whilst Pentecostal denominations emphasise the immanence of God, i.e. a God who can be experienced in their lives through the power of the Holy Spirit.</p> <p>Some may describe other aspects of God's nature as being even more significant reflected by various denominations, e.g. in the 14th and 15th Centuries the characteristic of God being a judge was upheld as most significant compared to the loving and forgiving nature of God by later Protestant denominations.</p> <p>The Plymouth Brethren focus mainly on the holiness of God and his unity, separating themselves largely from the rest of the world to live and worship the oneness of God.</p> <p>Similarly, the Amish community largely separate themselves from others and believes in the love of God and his forgiving nature (Matt 6:12). Because they believe in the judgmental nature of God as portrayed in the parable of the Sheep and the Goats (Matt 25:31-46) they live according to Gods commandments in order to secure salvation. This means they keep themselves away from the 'sins of the world'.</p>	<p>6 AO1</p>	<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 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 satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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
(e)	<p>'Humans having free will means there will always be evil and suffering in the world.' Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • 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: Learners are likely to cite sources of authority from the Bible about humans being created by God with free will. Genesis 3 and links to the Fall are likely to be made. Details about beliefs connected to accountability for one's actions by God on the Day of Judgment, and all humans being born into a state of sin because of the original sin by Adam may be given. Differences between natural and moral evil may be described. Christian interpretations of scriptures resulting in various theologies about good, evil, an all loving God and Satan, portrayed by different denominations, could be cited. Various theodicies argued by Irenaeus or St Augustine, for example, are likely to be given, especially linked to the message contained in the book of Job.</p> <p>AO2: Some could argue that the statement is true because when the first sin occurred, the perfect relationship between God and humanity was broken and suffering and death came into the world. See Romans 5:12. Moral evil is when suffering is caused by actions of human beings. Adam chose to eat from the tree of knowledge and brought evil into the world. God's world was perfect and there was no evil until Adam and Eve made bad use of their free will. This is linked to St Augustine's theodicy.</p> <p>Some may disagree with the statement because they believe in an all loving God who would not allow His created order to suffer. Details about Mackie's Inconsistent Triad may be given.</p> <p>Some may explain how God does not interfere with human's free will but He gives people freedom to choose from right and wrong in order to learn how to become a spiritual being, whose road is to end up in heaven. God allows evil and suffering to exist so that humans use their free will to choose right from wrong. This is known as the Irenaean theodicy.</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>

Question	Indicative content	Mark s	Guidance
	<p>Some may disagree with the statement arguing that just because humans have free will it does not automatically mean there will always be evil and suffering in the world. Many humans choose to live a good and moral life, following the commandments of Jesus and worship God regularly.</p> <p>Some may discuss what is meant by the terms evil and suffering and explain how what is evil to one person may not be so regarded by another. Others may argue that out of evil and suffering great good often comes and therefore God allows bad things to happen to humans, e.g. natural disasters.</p> <p>Some may explain how natural evil is not as a result of human free will. Yet other Christians may argue that much of the increased natural disasters one sees in the world now is due to human activity on the planet, linking this to abuse of free will by acting selfishly and irresponsibly.</p> <p>Some Christians believe in an evil force called the Devil or Satan and believe that much evil and suffering is due to the Devil and not down to human free will.</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	No response or no response worthy of credit	0	No response or no response worthy of credit


(0)		(0)	
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Question	Indicative content	Marks	Guidance
2	Islam		
(a)	<p>Name three sacred books (Kutub) revealed to messengers in Islam.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Suhuf Ibrahim (Scrolls –Sahifah- of Abraham) • The Tawrat of Musa (Torah – Book of Moses) • Zabur of Dawud (Psalms of David) • Injil of Isa (Gospels about Jesus.) • The Qur’an – the true Word of Allah. 	3 AO1	1 mark for each correct response to a maximum of 3 marks.
(b)	<p>Describe one belief about Imams in Shi'a Islam.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Imams are the true successors of Muhammad • There are twelve Imams chosen by Allah • The Imams in Shi'a tradition are completely different from Imams in Sunni tradition • The twelve Imams are direct descendants of Muhammad • The Imams are infallible and inspired by Allah • The Imams are appointed by Allah to preserve the religion after Muhammad's death • The Imamah is protected from any sin by Allah to keep the religion true and pure • Imams are there to interpret Muslim law and explain issues arising from interpretations of the Hadith. 	3 AO1	For 'Describe one...' style questions, marks should be awarded for a statement supported by any combination of development and exemplification.
(c)	<p>Outline one connection between Tawhid and shirk.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • There is only one God, Allah that created everything and sustains all life at all times. This is the belief of Tawhid. To believe in idolatry or polytheism is shirk; it is the opposite belief of Tawhid 	3 AO1	For 'Outline one...' style questions, marks should be awarded for a statement plus any combination of development and/or exemplification.

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> • Shirk literally means ascribing or establishing partners alongside Allah. Associating others with Allah is known as shirk. E.g. the Christian belief in a Trinitarian God is seen as shirk by Muslims. • It is usually but not always, in the form of idolatry, believing that they hold the same attributes as Allah in an equal or lesser degree • Idolatry is considered the worst kind of sin and therefore shirk • Because Allah has knowledge of everything Muslims will try not to sin. A sin that is shirk is one in which placing anything above Allah is the worst kind of sin • Any religion that purports to believe in more than one god is committing shirk by placing other things equal with Allah. 		

	<p>(d) Describe how the idea of sifat (Allah's foreknowledge) affects Muslim beliefs about free will. Learners might consider some of the following:</p> <p>The relationship between sifat and human freewill is something that has been grappled with for centuries by Muslim scholars. If Allah knows everything past, present and future and plans everything then how can humans have any free will? Learners are likely to describe what is meant by the idea of sifat in detail. Muslims believe Allah has foreknowledge of everything, even before it happens. Muslims have different beliefs about freewill because of different understandings about it. Learners may describe this in detail providing examples of various schools of thought such as Jabariyyah, who think that humans have no free will to the Mu'tazilah, who think that human free will determines what happens in the world, rather than Allah. Furthermore, differences between Shi'a and Sunni Muslims may be developed.</p> <p>Some may describe in detail the Jabariyyah school of thought which believes all human actions are determined by Allah and that humans have no free will at all. This raises questions about how Allah can be merciful and benevolent or judge people on the Day of Judgement, when all human actions are meant to be judged, if humans do not have free will, for example.</p> <p>For others Allah knowing everything before it happens means that they question how Muslims can use their free will to pray for a change or for Allah's mercy and forgiveness if they have done something wrong.</p> <p>Others may describe the Mu'tazilah school of thought. They believe that the idea of sifat is irrelevant, as they believe that everything that happens is determined by human's use of their freewill given to mankind by Allah.</p> <p>Shi'a Muslims believe that Allah has foreknowledge but that Allah can choose to change things if he wills it so, depending upon human beings' actions and choices.</p> <p>Some may raise the question about what the point is in striving for a better judgement by Allah on Judgement Day if Allah knows everything beforehand and that they will get what is already decreed by Allah</p>	<p>6 AO1</p>	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p>
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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 satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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
(e)	<p>‘Belief in angels is the most important belief in Islam’.</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • 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:</p> <p>AO1: Learners are likely to describe the role and purpose of angels in detail, pointing out that they were created by Allah long before humans were created. Beliefs about the Day of Judgement and links between angels and humans on this day may be given. Other key beliefs are likely to be cited and described, i.e. Tawhid or Day of Judgement. References to angels by Sunni and Shia’ Muslims may be given and the Sunni six Articles of Faith may be compared with the Shi’a five Principles of Faith.</p> <p>AO2: Some may agree with this statement as belief in angels is one of the six articles of faith in the Sunni tradition, which is the largest Muslim group in the world. Details about different angels such as Jibril, Izra’il, Mika’il and Israfil may be given. The diversity of tasks appointed to angels, the constant protection from corruption they provide for all beings, and even their physical appearance all demonstrates the significance of angels. To value their existence means to appreciate Allah’s greatness as well. Angels are not only crucial for a Muslim’s absolute faith but they are essential for a Muslim’s welfare whether it be mental, physical or emotional.</p> <p>Others could agree with the statement, providing a different argument. Angels have a significant role on the Last Judgment or the Day of Resurrection. Every action and deed is recorded by angels and on the Last Judgment such a record will be used to determine whether a soul will be resurrected or destroyed forever. Life is regarded as a test to encourage Muslims to submit to the will of Allah and be accountable to Allah for deeds and actions so that they may end up in paradise with Allah. This is the ultimate goal for every Muslim. Therefore the role of the angels in this process is very important and for some makes belief in angels as the most important belief.</p> <p>Most may disagree with this statement arguing that Tawhid is the most important of all Islamic beliefs, shared by both Sunni and Shi’a Muslims. Learners are likely to develop what Tawhid means</p>	<p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> <p>()</p> <p>3</p> <p>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>

Question	Indicative content	Marks	Guidance
	<p>for Muslims of all traditions. This is the key central belief from which all other beliefs stem. However, some Sunni Muslims could refute this and argue that Shi'a Muslims don't fully believe in Tawhid because they believe in the Twelve Imams, who are often seen as semi-divine. Other differences between Sunni and Shi'a beliefs may be cited to argue against the statement.</p> <p>Some may disagree with the statement arguing that there are other beliefs which are equally important. These may include beliefs about Prophets, Beliefs in the Books of Allah or The day of Judgment.</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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Islam • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7–9)	<p>A satisfactory 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 • Satisfactory 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>Give the Jewish meaning of the term ‘sanctity of life’.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The term sanctity of life means the extent to which human life is considered precious and sacred • In Judaism the concept of Piuach Nefesh or care of the soul, means that preservation of human life takes precedence over keeping most other mitzvot. • Jews believe that humans were made as part of G-d's creation and in G-d's image. Therefore, human life should be valued and considered as sacred and G-d-given • All Jews have a belief in the sanctity of life and because of this any form of murder is forbidden in Judaism. 	3 AO1	<p>Marks should be awarded for any combination of statements, development and exemplification.</p> <p>Learners can gain marks either by general categories of ritual mitzvot or by giving specific examples.</p>
(b)	<p>Outline Jewish teaching about different groups of Mitzvot.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The word ‘mitzvah’ means ‘commandment’ or ‘rule’. Mitzvot are the rules that G-d wants Jews to follow • All the mitzvot are written down in the Torah. Altogether, there are 613 mitzvot • There are positive mitzvot (aseh) that say what must be done or followed and negative mitzvot (ta’ashe) that say what must be avoided • There are mitzvot about worship, foods, holidays and prayers, kindness and cleanliness, honesty, how to treat other people and lots more • There are ethical and ritual mitzvot. Ritual mitzvot concerns commandments how Jews should worship G-d and ethical mitzvot are commandments how Jews should treat one another. 	3 AO1	<p>For ‘Outline style questions, Marks should be awarded for any combination of statements, development and exemplification.</p>
(c)	<p>Describe one Jewish belief about the relationship between the soul and body.</p> <p>Responses might include:</p>	3 AO1	<p>For ‘Describe one...’ style questions, marks should be awarded for a statement plus any combination of</p>

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> • Judaism teaches that the body and soul are separate yet indivisible partners in human life. • As G-d breathed life into Adam, the ruah, or soul is connected to G-d making both soul and body sacred. • The body is a G-d-given tool for doing sacred work in the world. It requires protection, care, and respect, even in death, because it is holy and the body houses the soul • In the Bible, body and soul are viewed as one, and existence and meaning are attributed to the soul on the physical, human, and historical plane. • The soul is part of the psychophysical unity of man, whose very nature, is composed of a body and a soul. The soul is linked to ruah as Jews see in man only his tangible body and view the soul simply as that element that imparts to the body its vitality. It is the seat of all of man's feelings and desires, physical as well as spiritual • In post biblical thought. the Talmudic tradition was influenced by Hellenistic thought and so the soul and the body are viewed as separate entities. 		development and/or exemplification.

	<p>(d) Outline the importance of Rosh Hashannah and G-d's judgements for Jews. Learners might consider some of the following:</p> <p>Details about the origins and purpose of the festival of Rosh Hashannah are likely to be developed. Rosh Hashanah is the Jewish New Year festival. It lasts two days and commemorates the creation of the world. Rosh Hashanah is also a judgement day, when Jews believe that God considers a person's good and bad deeds over the last year and decides what the next year will be like for them. Some may describe the serious nature of this festival and its links to G-d's judgments annually and the desire to ask G-d for forgiveness of their sins.</p> <p>Some may describe what actually happens during the two days of Rosh Hashannah and the texts that are read at services. Leading up to this time, Jews consider things they have done wrong or said and ask for forgiveness of them. One of the meanings given by rabbis is Yom Hadin – The day of Judgment.</p> <p>It is important because on the days of Rosh Hashanah it is a time of asking for forgiveness of sins. Many Jews believe that G-d keeps a Book of Life with the names of everyone who is sorry for what they have done wrong. At Rosh Hashanah, Jews hope that they and their loved ones will be written in the Book of Life. Judaism teaches that G-d decides on the first day of the year who will be forgiven, so they will ensure they apologise to everybody they have been unkind to during the past year.</p> <p>Some may outline how it is important for most Jews, whether Orthodox, Liberal or secular Jews. Rosh Hashanah actually means “Head of the Year.” Just like the head controls the body, their actions on Rosh Hashanah have a tremendous impact on the rest of the year. It makes people think about their actions of the past and review how they are going to try and behave in the future.</p>	<p>6 AO1</p>	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p>
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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 satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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
(e)	<p>'All Jews should support the State of Israel'.</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> 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: Learners are likely to explain the difference between the State of Israel and the Biblical Promised land for Jews. Links between the State of Israel and the Promised land are likely to be made. The role of Abraham and G-d's promise to lead his descendants to the Promised Land and why Israel is so important to religious Jews could be cited. Common and divergent views held by various Jewish groups about the State of Israel are likely to be given. How the modern State of Israel came into existence could also be developed. Details about how the history of anti-Semitism has affected Jewish attitudes to Israel from all over the world could be provided, e.g. The Holocaust.</p> <p>AO2: Many Jews may agree with this statement arguing that the events of the 19th and 20th century of pogroms and the Holocaust make it imperative that Jews have a state where they can live in peace and free from persecution. Zionism was not a religious movement; it was primarily political. The early Zionists sought to establish a secular state of Israel, recognized by the world, through purely legal means. Theodor Herzl, a Jewish journalist realised the need for a Jewish state after covering the trial of a Jewish captain in the French army that brought a wave of anti-Jewish sentiment in the 19th century. Later, what happened to the Jews in the Holocaust resulted in a greater need for a state where all Jews, religious or secular could live in peace. And the only land that truly inspired Jewish people worldwide was their ancient homeland, known as Palestine. Therefore all Jews should support the State of Israel, which was created in 1948.</p> <p>Many may agree with the statement arguing from a religious perspective that Israel was the Promised land, promised to Abraham and delivered by Moses. The State of Israel is a political state but includes much of the land that Jews believe is their Promised Land, promised to them by G-d. It</p>	<p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> <p>(✍)</p> <p>3</p> <p>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>

	<p>is the only part of the world where all the mitzvot can be fully carried out according to the Torah. Therefore all Jews should support the State of Israel.</p> <p>Most Jews today support the existence of the State of Israel, though not necessarily all agree to the policies of its government. There are a small number of secular Jews who are anti-Zionist. There is also a very small group of right-wing Orthodox Jews who object to the existence of the State of Israel, maintaining that it is a sin to create a Jewish state when the Messiah has not yet come. However, this viewpoint does not reflect the mainstream opinion of Orthodoxy. Most Orthodox Jews support the existence of the State of Israel as a homeland, even though it is not the theological state of Israel that will be brought about by the Messiah.</p> <p>Further differences between orthodox and secular Jews may be cited to argue against the statement. Within Israel itself there is an ongoing debate about the character of the State. This debate reflects a historical divide among the Jewish citizens of Israel, which has a large secular population, with religious, traditional, orthodox minorities, as well as a majority which lies somewhere in between.</p> <p>Liberal and Reform Jews support that State of Israel. They have a total commitment to the State of Israel and its security. They believe that the pursuit of peace is the highest ideal and priority. They believe that Israel should be a Jewish state and a state for all its citizens. They believe that exponents of moderate, liberal Judaism should ally with moderate, liberal secularists and work together to combat both religious and secular extremism in Israel.</p> <p>Some may focus upon the different ways that Jews all over the world show support for the State of Israel. There are different degrees of support by Reform and Orthodox Jews from different parts of the world. Some do not feel they can support The State of Israel in its current form is a secular state not a religious state.</p>		
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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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Judaism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7–9)	<p>A satisfactory 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 • Satisfactory 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		
	<p>(a) State three ways Christian parents might introduce religion to their children.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Teaching them to pray at home • Reading the Bible together • Taking them to Church or Sunday School • Saying grace before a meal • Celebrating the main Christian festivals, e.g. Christmas and Easter • Teaching them about the key tenants of the faith • Baptism. 	3 AO1	1 Mark for each correct response up to 3 marks.
	<p>(b) Outline the reasons for different Christian marriage practices.</p> <p>Responses might include:</p> <p>There are many different practices held by different Christian denominations about the state of marriage. For example, The Church of England allows its priests to get married whereas the Roman Catholic and Orthodox Churches do not permit its priests to marry; some denominations allow divorcees to get married in church and others refuse it; some will allow a non-Christian to marry a Christian in a church and other denominations will demand that the non-Christian is baptized before they can get married in a church. There are many complex reasons for these differences but below is a summary of some of the main reasons.</p> <p>The Bible has teachings about the importance and value of marriage but these teachings have been interpreted differently by theologians, Church leaders and the Christian community down the ages.</p> <p>The history of the Christian Church around the world demonstrates fundamental differences in beliefs and practices, which have been fought over for centuries, resulting in a myriad of denominations with many different views about the state of marriage. Canon law for each</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>

Question	Indicative content	Marks	Guidance
	<p>denomination reflects various beliefs about marriage. For example, the Roman Catholic and Orthodox church view marriage as a sacrament and they have many rules about marriage which must be adhered to by the couple; the state Church of England allow mixed faith marriages, or any heterosexual couples to marry, whereas some non-Conformist denominations such as Unitarians and Quakers allow for same sex marriages to happen in their church.</p> <p>Different beliefs and practices held by Christians because times change and what was acceptable once is viewed differently in more modern times have resulted in different practices.</p> <p>Secularism and multi-culturalism/faith around the world has had a significant impact upon the Christian attitudes to marriage which has divided Christians.</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 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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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 much culture influences Christian attitudes about equality. You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>Learners are likely to define what is meant by the word ‘culture’ and ‘equality’ in their response. The significant influence of Western culture on many European countries, which has its roots in the Classical Period of the Greco-Roman era and the rise of Christianity in the 4th century, could be explained. There are clear teachings in the Bible about equality. Teachings from the Bible may be given to show that all humans are equal because God created them to be equal. Galatians 3:28, Acts 10:34-35 and the Parable of the Good Samaritan Luke 10:30ff. The example of Jesus teaches how important it is to care and treat people equally in all aspects of life. However, the history of the Christian Church has not always supported equality because they have benefitted from inequality. For example, in the 19th and 20th centuries Christian teachings were used to justify the unequal distribution of wealth. Likewise the Church has gained as a result of supporting slavery instead of challenging the cultural norms of the time.</p> <p>Some may explain in detail the influence of Western culture on attitudes to a particular issue such as slavery, gender or religious inequality showing how strongly the cultural norms of the day have impacted upon Christians all over the world.</p> <p>Some may give examples of Christians who have challenged the cultural norms of their day because of the teachings in the Bible. For example, Martin Luther King or Trevor Huddleston, who challenged the cultural norm to treat black people as subordinate to white people in America and in this country. Yet these countries are meant to be Christian countries basing their laws upon the foundation of Christianity.</p> <p>Historical attitudes about the traditional versus modern roles of men and women in the home and the workplace may be cited to show how much culture influences Christian views towards equality. For example, there is still inequality between the genders in pay and employment opportunities for women.</p> <p>Modern, liberal and pluralistic values have become more influential in the late 20th and 21st centuries and considerably impacted upon issues of equality, for example questions about same sex marriages or women priests are debated amongst Christians.</p>	<p>6 AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p>

Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Good analysis of appropriate religious knowledge • Good analysis of the significance and/or influence of the topic on more than one Christian group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
2 (3-4)	<p>A satisfactory attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Satisfactory analysis of appropriate religious knowledge • Satisfactory analysis of the significance and/or influence of the topic on more than one Christian group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
1 (1-2)	<p>A weak attempt to respond to topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Little if any analysis of appropriate religious knowledge • Little if any analysis of the significance and/or influence of the topic on Christians • Weak or no support from sources of wisdom and authority
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(d)*	<p>'Both men and women should be able to become priests.'</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: Biblical teachings are likely to be given connected to the roles of men and women and how the early church viewed women in ministry. For example, 1 Corinthians 14 says that women should remain silent in church and in 1 Timothy women are told that they must learn in silence and full submission and may not have authority over a man. Yet in Romans 16 Paul recommended Phoebe as a deacon of the church in Cenchreae. By the second century it was an ordained role within the Church. Current practices about who can be ordained in the Roman Catholic, Orthodox and Protestant churches are very likely to be cited. Relatively recent changes in women's ministry in the Church of England could be given. Christian teachings about equality in the eyes of God are likely to be cited.</p> <p>AO2: Some may agree with the statement arguing that there is such a mixed picture around the world in the Christian church which is unfair and unreasonable. Women cannot become priests in the Roman Catholic Church or the Orthodox Churches. However, they can be ordained within <u>many</u> (though not all) Protestant Churches. The Church of England synod (ruling body) voted in 1992 to ordain women but the winning margin was only two votes.</p> <p>Some may disagree with the statement arguing that the priesthood is given their authority by the idea of Apostolic Succession. Jesus chose his disciples and passed on to them his teaching. They were all male. He then commissioned them to 'go make disciples of all nations'. The disciples then chose their successors and passed on their authority. This means that (theoretically) current priests would be able to trace an unbroken line back from their own ordination to Jesus himself.</p> <p>However, many Protestants have a slightly different understanding of the priesthood. They would argue that Jesus is the 'one high priest' of God who mediates between God and man. Thus no further priest is necessary. However, most Protestants continue to have 'ministers' who are usually still ordained into</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>

Question	Indicative content	Marks	Guidance
	<p>that role. The minister's job is to minister to their parishioners, to look after their spiritual needs and to teach them and guide worship. Those in favour of female ordination would say that women are perfectly capable of performing the functions associated with being a priest. Women can preach, teach, pray, provide pastoral care, etc. and thus can do the job of priest just as well as a man can. Therefore would agree with the statement.</p> <p>Some may disagree with the statement. These tend to be traditionalists who argue that in a communion service the priest represents Jesus and as Jesus was male only a man can represent Jesus adequately. Furthermore, they argue that leadership and spiritual authority is fitting for a man, but not for a woman as man was created first. The fact that women are expected to obey men within marriage demonstrates this. Specific Biblical teachings seem to be incompatible with women being priests. Traditionalists often point out that Jesus had only male disciples which imply that he did not think that women would be suited to that task. Traditionalists would usually stress that women are equally valuable to men but that they are better suited to some roles than others.</p>		

Level (Mark)	AO1	Level (Mark)	AO2
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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <p>Satisfactory understanding of the question shown by some use of religious knowledge</p> <ul style="list-style-type: none"> • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7-9)	<p>A satisfactory 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 • Satisfactory 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>State three ways Muslim parents might introduce religion to their children.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Reciting the Adhan into the child's ear soon after birth to welcome the child into the family • Ritual celebration of Aqiqah • Whispering the iqamah in baby's left ear • Naming ceremony • Hair of baby is shaved as a symbol of purity and charitable act • Khitan, the act of circumcision • Teaching children to pray 5 times a day- Salah • Reading the Qur'an together • Taking children to Madrassa • Celebrating the main Muslim festivals, e.g. Eid-ul Adha and Eid ul Fitr • Teaching children about the key tenants of the faith. 	3 AO1	Marks should be awarded for a statement plus any combination of development and/or exemplification.
(b)	<p>Outline the reasons for different Muslim marriage practices.</p> <p>Responses might include:</p> <p>Marriage is a contract between two people who have agreed with freewill to marry but there are guidelines of marriage that influence Muslim attitudes and practices about marriage. For example, Islam does not approve of young men and women who are not married meeting socially without another adult present. Therefore when old enough to marry family or friends help them find a suitable partner. However, some Muslims may believe that these practices and attitudes are outdated and there may be clashes between the generations especially where Muslim communities live in more secular or diverse religious communities.</p> <p>Islamic marriage customs and practices vary depending upon country of origin and government regulations. Both Muslim men and women from around the world are guided by Islamic laws and practices specified in the Qur'an. Muslim weddings vary enormously according to the culture of the people involved. For example, many</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>

	<p>people in the UK, confuse the celebrations at a Pakistani or Bangladeshi wedding with an Islamic wedding, and assume they are the same thing. In Western culture there is a tradition to have only one wife but at the time of the revelation of the Qur'an it was normal procedure for men to have more than one wife.</p> <p>The Qur'an has teachings about the importance and value of marriage but these teachings have been interpreted differently by scholars, clerics, caliphs and imams in both Islamic traditions down the ages.</p> <p>Different beliefs and practices held by Muslims may be because times change and what was acceptable once is viewed differently in more modern times. Some Muslims stick to very traditional practices and other Muslims are more modern in outlook.</p> <p>Secularism, multi-culturalism and multi-faith communities around the world have had a significant impact upon religious attitudes to marriage, including Muslims.</p> <p>The development of Sunni and Shi'a Islam, mostly derived from their different historical experiences, political and social developments, as well as ethnic composition have led to different practices.</p>		
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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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Islam • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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 much culture influences Muslim attitudes about equality. You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>Learners are likely to define what is meant by the word ‘culture’ and ‘equality’ in their response. The significant influence of Middle Eastern and Western culture on many countries could be explained, as people have conquered and settled all over the world. As Islam has its roots in what is now known as Saudi Arabia, there are strong links to patriarchal and Middle Eastern culture in Muslim attitudes that have impacted upon attitudes regarding equality. Cultural norms about how women should dress are seen as acceptable in Muslim societies but are seen as a form of discrimination by some non-Muslims, especially in Western society.</p> <p>Teachings from the Qur’an and the Hadith may be given to show that all humans are equal because Allah created them to be equal. (Surah 49:13) Islam teaches that all human beings are born with the capacity to differentiate between right from wrong. According to the Qur’an it is the original state in which humans are created by Allah. But what is considered right and wrong can vary from country to country depending upon one’s culture. For example, same sex relationships are permitted in Britain but would be regarded as a sin in Muslim eyes. Therefore attitudes towards homosexuality could be very different by Muslims in this country compared to how non-Muslims treat and regard homosexuality.</p> <p>The traditional cultural norms of men working to support their families and women to take care of the home and bring families up is seen by some Muslims as old fashioned and restrictive to women. To some it is seen as women are subordinate to men. Some Muslims in Britain, for example, may find these attitudes unfair. In some countries this may be true but it reflects repressive governments rather than Islamic teaching.</p> <p>Some may provide examples of Muslims who have been challenged by cultural norms of European culture, clashing with teachings in the Qur’an resulting in some disaffected Muslims in France, the UK or the Netherlands, for example, seeking to create a society entirely separate from the mainstream. However, for other Muslim migrants, who have moved to Western countries, they have gradually absorbed much of the host culture.</p>	<p>6 AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p>

Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Good analysis of appropriate religious knowledge • Good analysis of the significance and/or influence of the topic on more than one Muslim group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
2 (3-4)	<p>A satisfactory attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Satisfactory analysis of appropriate religious knowledge • Satisfactory analysis of the significance and/or influence of the topic on more than one Muslim group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
1 (1-2)	<p>A weak attempt to respond to topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Little if any analysis of appropriate religious knowledge • Little if any analysis of the significance and/or influence of the topic on Muslims • Weak or no support from sources of wisdom and authority
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(d)*	<p>‘Both men and women should be able to become imams.’</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:</p> <p>AO1: Learners are likely to cite details about the role of imams and who qualifies to be an imam in their community. Teachings from the Qur’an about equality in the eyes of Allah between the sexes is likely to be cited, along with teachings or cultural views about the different roles of men and women in leading worship and prayers. Also, the example of Muhammad and his treatment of women may be described. Differences between Sunni and Shi’a Muslims about who can become an imam may be cited.</p> <p>AO2: Some may disagree with the statement. There is a current controversy among Muslims regarding the circumstances in which women may act as imams, i.e. to lead a congregation in prayer or who can be an imam. There are significant differences about the role of imams between Sunni and Shi’a Muslims and some may cite this to explain why they disagree with the statement.</p> <p>Some may agree with the statement because historically, there have been certain sects who have considered it acceptable for women to function as imams. This was true not only in the Arab heartland of early Islam, but in China more recently. Some Muslims have argued that the spirit of the Qur’an and the letter of a disputed hadith there are teachings that indicate women should be able to lead mixed congregations in prayer. Up to the fourth Islamic century, there were at least two schools of thought that allowed women to lead men in prayer, if the woman in question was the most learned. However, these schools, al-Thawri and Ibn Jarir became extinct. So it is fair to say that since the fourth century all schools of thought did not allow women to lead men in prayer.</p> <p>Another argument to support the statement that learners may use would be that the Qur’an itself does not mandate that only men be allowed to lead prayer. The Sunna is indecisive on the issue. There is evidence that the Prophet on more than one occasion allowed a woman to lead her</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>

Question	Indicative content	Marks	Guidance
	<p>household in prayer--although the household included men--when the woman was clearly the most learned in the faith.</p> <p>Others may support the statement arguing that the idea that only men could become imams began with the prohibition against the practice of having women imams in medieval times, which were quite sexist, and from inaccurate patriarchal interpretations of religious texts, rather than from a spirit of true Islam.</p> <p>On the other hand, many Muslims may disagree with the statement arguing that relevant precedents are therefore sought for in the hadith, the traditions attributed to Muhammad; the sunnah, his actions, including but not limited to hadith; and the principle of consensus amongst the scholars. So it is inferred from the best example of prophets and companions of prophets that the ummah has reached a consensus that prayer has to be led by a man if it involves mixed genders; women can be imams and lead prayer amongst their own gender</p> <p>Some may explain how Allah has singled out men for some virtues and rulings, and He has singled out women for other virtues and rulings. Men have been favoured over women in numerous ways, such as the fact that positions of leadership and Prophethood are limited to men only; many acts of worship and leading the Eid prayers or Jumu'ah prayers are for men only. Allah has favoured men with intellect, wisdom, patience and toughness which women do not share. Therefore they would disagree with the statement.</p>		

Level (Mark)	AO1	Level (Mark)	AO2
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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Islam • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7-9)	<p>A satisfactory 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 • satisfactory 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>State three ways Jewish parents might introduce religion to their children.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Carrying out Brit Milah on the 8th day after birth • Welcoming a baby girl in the synagogue at 30 days old and receiving her name • The naming of a child during Brit Milah • Teaching children to pray • Reading the Tanakh together • Taking children to Hebrew or Jewish schools • Observing mitzvot in daily life such as keeping a kosher home and Shabbat • Celebrating the main Jewish festivals e.g. Pesach and Sukkot • Teaching children about the key tenants of the faith. 	3 AO1	Marks should be awarded for a statement plus any combination of development and/or exemplification.
(b)	<p>Outline the reasons for different Jewish marriage practices.</p> <p>Responses might include:</p> <p>Marriage is very important to Jews as it is stressed in Jewish scriptures, i.e. Genesis 2:24. There is an instruction from G-d to be fertile and increase in number and therefore Jews believe in the importance of marriage and it is the right context to have children and bring them up in the faith. If a man remains single he is considered incomplete. Maimonides tells Jews that marriage consists of two stages. The first is betrothal, <i>kiddushin</i>. The second is the nuptials, <i>chuppah</i>. All Jewish marriages must have both components in order to be valid. This is the Orthodox or traditional view of marriage. In the past, it was common for Jewish marriages to be arranged by the parents, with the help of a match-maker, known as a Yenta, and some ultra-Orthodox communities still follow this practice today.</p> <p>However, some Jews may believe that these practices and attitudes are outdated and there may be clashes between the generations especially where Jewish communities live in more secular or diverse religious communities.</p> <p>Other reasons for different practices are due to the history of Judaism where various groups have emerged with different interpretations and beliefs about marriage practices based upon</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>

	<p>the Torah and Talmud. For example, non-Orthodox Jewish denominations, such as Reform, and Conservative Judaism, recognize same-sex marriage, and de-emphasize procreation, focusing on marriage as a bond between a couple. This view is considered as a diversion from the Jewish Law according to Orthodox Jews</p> <p>Differences of practices could be due to cultural influences depending upon where Jews live. In the UK, Sunday is the most popular day for Jewish weddings to be held and in countries such as the US it is also common for weddings to be held on Saturday night after the Sabbath.</p> <p>Despite the importance of marriage, the Torah makes no mention of the wedding ceremony. The obligations related to the Jewish wedding ceremony are discussed in the Talmud. The Mishnah states that marriage requires a marriage contract, money given to the bride, and consummation. But there is a host of traditions, rituals and laws which have emerged over time as Jews have been dispersed all over the world. Practices between Orthodox and Reform Jews are very different. Some Jews stick to very traditional practices and other Jews are more modern in outlook.</p> <p>The growths of secularism, multi-culturalism and multi-faith communities around the world have had a significant impact upon religious attitudes to marriage, including Jews.</p>		
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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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Judaism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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 much culture influences Jewish attitudes about equality.</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>Learners are likely to define what is meant by the word ‘culture’ and ‘equality’ in their response. The significant influence of Middle Eastern and Western culture on many Jews could be cited. Examples of inequality throughout Jewish history may be given such as anti-Semitism and the pogroms or the Holocaust and the effects that has had upon attitudes towards equality.</p> <p>Teachings from the Torah or the Talmud or learner rabbis may be given to show that all humans are equal because God created them to be equal. Genesis 2:7 & Exodus 19:5-6. The influence of the ideal of equality of all humans can be felt in the laws of the Torah found in the Exodus through to Deuteronomy. For example, Lev 19:33-34 teaches how Jews are to treat ‘strangers in their land’ and that everyone should be treated equally. The Noachide laws were given by G-d for everyone. All men are brothers and created from the same source - God. This has permeated Judaism and as Jews have been dispersed throughout the world their attitude to equality has influenced others’ cultures. However, what happened in the 19th and 20th century because of the culture of anti-Semitism some Jews have found these events difficult to come to terms with and it has affected their attitudes about equality and human rights.</p> <p>Some may explain the differences between Orthodox and Reform Judaism, demonstrating different attitudes to equality between women and men, is because of strong influences by cultures. For example, in the 20th century there has been a rise in Feminism which has challenged traditional Orthodox Judaism and puts many Jewish women under intense pressure. Gender hierarchies are entrenched in Jewish thought. There is a blessing Orthodox Jewish men are required to say everyday thanking G-d for not making them a woman. This is a sexist view some argue.</p>	<p>6 AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p>

	<p>Many progressive Jews believe that the scriptures should be reinterpreted for the 21st century. Some may explain how influential culture has been upon different groups of Jews and equality. For example, Liberal/Reform Judaism allow female rabbis and Orthodox Judaism forbids it.</p>		
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Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Good analysis of appropriate religious knowledge • Good analysis of the significance and/or influence of the topic on more than one Jewish group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
2 (3-4)	<p>A satisfactory attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Satisfactory analysis of appropriate religious knowledge • Satisfactory analysis of the significance and/or influence of the topic on more than one Jewish group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
1 (1-2)	<p>A weak attempt to respond to topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Little if any analysis of appropriate religious knowledge • Little if any analysis of the significance and/or influence of the topic on Jewish • Weak or no support from sources of wisdom and authority
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(d)*	<p>'Both men and women should be able to become rabbis.'</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: Learners are likely to describe the role of a rabbi, and how they are chosen for this position in their community. Details about common practices and the role of the rabbi in worship are likely to be cited. Learners may contrast this with the special role women have in the family to bring up their children religiously. Differences between Orthodox and Reform Jews about having male and/or female rabbis are likely to be described. Quotes from the Torah and details about their history may be used to show how patriarchal are Jewish societies.</p> <p>AO2: Some may argue that there are Jews who may agree with the statement and others who would not agree with the statement. Learners may point out that within the various Jewish denominations there are different requirements for rabbinic ordination, and differences in opinion regarding who is to be recognized as a rabbi. For example, Orthodox Judaism does not ordain women as rabbis. Non-Orthodox movements, such as Reform or Liberal Judaism have chosen to do so for what they view as halakhic reasons as well as ethical reasons.</p> <p>Some may disagree with the statement arguing how important it is to Orthodox Jews to maintain rulings that were established centuries ago. Leading scholars are reticent to reverse rulings made by rabbis of previous centuries who are considered to be more pious than modern ones. Conformity becomes the hallmark of religious authenticity.</p> <p>For other Jews they feel disconnected from this kind of rabbinical Judaism. As Jews have been dispersed all over the world they have been catapulted into a modern world that</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>

Question	Indicative content	Marks	Guidance
	<p>changes fast. Social and legal laws about equality have affected them. Some will see it as right and necessary to allow both men and women to become rabbis. In Orthodox synagogues women are seated separately from men and do not lead any part of the service when men are present. In Reform synagogues they sit together with men, participate actively in public worship and can now also be rabbis.</p> <p>Some Jews may agree with the statement but not for any religious reasons but for secular reasons. They may be Jews who have abandoned their religious practices and just believe it is a matter of law of equality that women should be allowed to be rabbis.</p> <p>Some may disagree with the statement on the basis of Biblical Judaism. To understand the limited role of women in synagogue life, it is important to understand the nature of mitzvot (commandments) in Judaism and the separation of men and women. Women are not required to perform certain mitzvot, their observance of those mitzvot does not "count" for group purposes. Thus, a woman's voluntary attendance at daily worship services does not count towards a minyan (the 10 people necessary to recite certain prayers), a woman's voluntary recitation of certain prayers does not count on behalf of the group (thus women cannot lead services), and a woman's voluntary reading from the Torah does not count towards the community's obligation to read from the Torah.</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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Judaism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7-9)	<p>A satisfactory 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 • Satisfactory 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 between religious and non-religious beliefs and attitudes		
7	Christianity		
(a)	<p>Outline one Christian belief about Euthanasia.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • God gives life and only God can decide when a life should be ended • Christians have free will but to choose euthanasia would be a sin • Both the Roman Catholic Church and The Church of England believe that euthanasia is wrong as it goes against the sixth commandment • Roman Catholics accept the doctrine of double effect, i.e. it is acceptable to provide pain killing drugs that might make death occur more quickly • Some Christians believe in passive euthanasia • Some Christians believe that only palliative care should be offered to the dying. 	3 AO1	For 'Outline one...' style questions, marks should be awarded for a statement supported by any combination of development and/or exemplification.
(b)	<p>Describe Christian attitudes towards inter-faith dialogue in 21st century Britain.</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>Some Christians are very positive towards inter-faith dialogue as it helps people to understand one another's different religions and to learn respect for one another. The Roman Catholic Church, the largest denomination in the world has promoted inter-faith dialogue since the sixties to promote mutual understanding of one another. Therefore they are very positive towards inter-faith dialogue.</p> <p>The Tony Blair Foundation is another example of a charity working to prevent religious prejudice, conflict and extremism.</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>Some believe it is vital to support one another against religious hatred and discrimination. So organisations such as The Christian-Muslim Forum or The Council of Christians and Jews have been established.</p> <p>Many believe that Jesus' teachings promoted peace and harmony amongst all, including those of different faiths. The Early Church through Paul promoted the idea that there is one God who is the father of us all. Ephesians 4:3ff</p> <p>Some may believe that Christianity is the one true faith and therefore might not be so positive towards inter-faith dialogue. Indeed in the past Christians have been quite vociferous and negative towards people of other faiths and have believed it their duty to go and convert people to Christianity. Hence they have had negative views towards people of other faiths and none.</p> <p>Some evangelical Christians view inter-faith dialogue with a degree of scepticism as they think that the universal truth about their religion is watered down somehow.</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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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 how much clashes between beliefs about marriage and secular law affect Christians.</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>Christian teachings and beliefs about marriage, divorce and attitudes to re-marriage by Christian groups, Church leaders and laity are likely to be developed to show significant clashes between the State and the Christian religion.</p> <p>Learners are likely to explain the purposes of Christian marriage. Some may give the meaning of the term 'secular law' and provide examples of recent laws that oppose Christian values or beliefs. For example, some may explain the clash between the State's view and law about divorce and grounds for divorce with traditional Christian teachings and practice about marriage for life and divorce amongst Christians. The Catholic Church maintains that the permanency of marriage cannot be broken.</p> <p>Changes to civil partnerships and marriage of two people of the same sex are another area where some Christians may feel that the State is wrong. Some Christians feel very strongly that it is morally wrong to marry two people of the same sex, as one of the purposes for marriage given by God cannot be fulfilled. Civil partnerships are accepted by the Church of England but they are opposed to same-sex marriages. For Catholics marriages must happen in a church according to the laws of the Church. Therefore a civil marriage is not recognised as a marriage by the Roman Catholic Church.</p> <p>Some secularists are angry that special dispensation from the law on equality and marriage between heterosexual and homosexual couples is allowed. The Church does not have to abide by the State laws on homosexual marriage. British law is secular and has no religious basis. For Christians marriage is a special relationship between a man and a woman that is created by God. Therefore when a couple get married they make their promises to God. Priests are allowed to refuse to marry people of the same sex in their churches.</p>	<p>6 AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p>

Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Good analysis of appropriate religious knowledge • Good analysis of the significance and/or influence of the topic on more than one Christian group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
2 (3-4)	<p>A satisfactory attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Satisfactory analysis of appropriate religious knowledge • Satisfactory analysis of the significance and/or influence of the topic on more than one Christian group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
1 (1-2)	<p>A weak attempt to respond to topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Little if any analysis of appropriate religious knowledge • Little if any analysis of the significance and/or influence of the topic on Christians • Weak or no support from sources of wisdom and authority
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(d)*	<p>'Society should be more influenced by humanism than religion.'</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: Details about the latest Census in 2011 may be given to show changes about people's religion. Details about the rise of humanism and areas of agreement and disagreement between Humanism and Christianity may be given. The historical influence of the Christian Church may be cited along with current examples of the continuing influence of the Church in this country affecting society such as holidays, and the role of Monarchy. Details about proselytising and trying to convert people to a faith in Christ may be described. The influence of faith and what Jesus taught may be used to argue against the statement, see John 14:2 & 6. Details about how Britain's education system is influenced by religion may also be cited</p> <p>AO2: Some may disagree with the statement citing the many areas in which Christianity and Humanism share similar moral views and values, e.g. promoting peace, care for the environment or looking after others.</p> <p>It is likely that many will agree with this statement arguing that society has changed significantly over the last half of the 20th century and the influence of the Christian religion is declining in this country. Details from the 2011 Census may be given to back this up.</p> <p>Some may provide details of areas of clashes between Christians and Humanists that are affecting society as a whole. For example there are major differences about the influence of religion in education or attitudes to same sex marriages or some areas of medical ethics. They may argue that it shows they agree with the statement or it could be argued that these clashes show that religion still matters to many people and therefore they would disagree with the statement.</p> <p>Some may use a historical perspective and argue that since the Age of Enlightenment and rationalism there has been a growing trend to move away from religion to explain things that mankind didn't understand in the</p>	<p>15</p> <p>3 AO1 12 AO2</p>	<p>Please refer to the Level of response grid below when marking this question.</p>

Question	Indicative content	Marks	Guidance
	<p>past to a belief that science can provide many answers to big life questions. Therefore religion is not necessary and so many may agree with the statement. They may describe the rise of humanism and organisations such as the British Humanist Organisation to show their growing influence in society.</p> <p>Some may refer to the influence of Humanists on SACREs and the Religious Education Council to argue that change is happening and that humanism should be more influential.</p> <p>Some may disagree and argue that although there has been a decline in the numbers claiming to be religious the majority of the population still claim to be religious. Therefore they may disagree with the statement.</p> <p>A perspective from a worldly point of view may be given. For example, Islam is the religion that is growing in numbers across the world and is influencing many countries, including Britain. This shows that religion still matters to many people and therefore learners would disagree with the statement</p> <p>Some may disagree with the statement arguing about the importance of faith and belief in one God being far more significant in their lives than any humanist philosophy or values.</p> <p>Some may discuss the statement focussing upon the first word 'society' and what that means. Societies are made up of many different groups with different values and beliefs. Therefore no one philosophy or belief system should have more influence than another.</p>		

Level (Mark)	AO1	Level (Mark)	AO2
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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7-9)	<p>A satisfactory 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 • Satisfactory 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>Outline one Muslim belief about Euthanasia.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • All human life is sacred and it is not for humans to decide when it should end but Allah • Euthanasia is believed to be wrong as one is interfering with Allah's plan • Muslims believe that any form of suffering is a test of faith and believe there is nothing that is a good enough reason to end one's life • Muhammad taught that anyone who killed themselves would go to hell, therefore many Muslims believe that euthanasia is a form of self killing • Muslims believe that the time of someone's death is controlled entirely by Allah not human beings • Euthanasia is forbidden. 	3 AO1	For 'Outline one...' style questions, marks should be awarded for a statement supported by any combination of development and exemplification.
(b)	<p>Describe Muslim attitudes towards inter-faith dialogue in 21st century Britain.</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>Continental Europe and Britain are home to almost all of the world's major religions. London, a city of seven million, is perhaps one of the most diverse places on the globe. Interfaith dialogue has become a familiar aspect of religious life in Britain. The origins of interfaith initiatives in the UK date back a century and The Three Faiths Forum or The Tony Blair Foundation includes Muslims who are positive about the value of inter-faith dialogue. However, despite the religious diversity of Britain not all faiths have the same history here in Britain. The most established faiths of Britain are largely Christian. The Anglican Church, the Catholic Church, and a number of Protestant Christian movements all call the United Kingdom home. All religions, and especially the three Abrahamic faiths, do work together to respond to the challenges posed by developments in modern society, especially to discuss and promote shared values.</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>

Question	Indicative content	Marks	Guidance
	<p>Muslims around the world agree that Islam is the one true faith that leads to salvation. Many Muslims also say it is their religious duty to convert others to Islam. Therefore some Muslims may feel quite negative towards inter-faith dialogue. See Surah 49:15.</p> <p>The direction of the Qibla symbolically demonstrates the need for Muslims to accept the similarities between other faith groups, rather than their differences. The Prophet Muhammad continuously invited other faith groups for dinner and lectures to inform non-Muslims about Islam. This shows that historically interfaith dialogue was practiced from the beginning. Therefore Muslims should have a positive attitude towards inter-faith dialogue.</p> <p>Interfaith dialogue and understanding are imperative for the progress of the world and the Qur'an offers very clear guidelines and encouragement for all to engage in dialogue which leads to positive change. See Surah 5:69, and Surah 2:256.</p> <p>More recent fears about Islamism and acts of terrorism in the name of Allah have resulted in many Muslims feeling threatened and vulnerable. The need for interfaith dialogue is ever more important. Scholars such as Dr Qadir Bakhsh MBE and Maqsood Ahmed OBE, focus on the interaction between different communities and people from all walks of life gathering together, sharing thoughts and views in an understanding and respectful manner. Dialogue between different faiths begins when people meet each other without judgment, and when misunderstanding is replaced with trust.</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 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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Islam • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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
	<p data-bbox="266 244 1536 312">(c) Explain how much clashes between beliefs about marriage and secular law affect Muslims.</p> <p data-bbox="342 347 1301 379">You should refer to sources of wisdom and authority in your answer.</p> <p data-bbox="342 411 949 443">Learners might consider some of the following:</p> <p data-bbox="342 483 1536 611">Muslim teachings and beliefs about marriage, divorce and attitudes to arranged marriage by Muslim groups in this country or in the Arab world are likely to be developed to show significant clashes between the State and Islam. Learners may explain how secularism has influenced laws in various countries, particularly in Great Britain.</p> <p data-bbox="342 651 1509 818">Learners are likely to explain the purposes of Muslim marriage and explain the clash between the State's view and law about divorce and grounds for divorce with traditional Muslim views about the permanency of marriage. They may explain that in Muslim society Islam permits a Muslim man to have up to 4 wives but that is regarded as illegal in this country.</p> <p data-bbox="342 858 1536 1058">Current legislation about permitting same sex marriages and equal rights for gay couples in Great Britain may be discussed. Changes to civil partnerships and marriage of two people of the same sex are another area where Muslims may feel that the State is wrong. Some Muslims feel very strongly that it is morally wrong to marry two people of the same sex as one of the purposes for marriage given by Allah cannot be fulfilled. Also, homosexual relationships are forbidden in Islam because they are seen as unnatural.</p> <p data-bbox="342 1098 1536 1361">Some secularists are angry that special dispensation from the law on equality and marriage between heterosexual and homosexual couples is allowed. Secularists argue that Sharia discriminates against homosexuals. On this particular issue, Islam, as well as Christianity and Judaism, hold the same intolerant view. Homosexuality is forbidden in most Islamic states with punishments ranging from a fine or public flogging to life imprisonment. In Islam imams do not have to abide by the State laws on homosexual marriage. British law is secular and has no religious basis. They argue that two Muslim men or women should be allowed to get married if they wish but Islam forbids this.</p>	<p data-bbox="1581 244 1641 308">6 AO2</p>	<p data-bbox="1686 244 2000 339">Examiners should mark according to AO2 descriptors.</p> <p data-bbox="1686 379 2029 515">Please refer to the Level of response grid below when marking this question.</p>

Question	Indicative content	Marks	Guidance
	Sharia, or Islamic law, influences the legal code in most Muslim countries. A movement to allow Sharia to govern personal status law, a set of regulations that pertain to marriage, divorce, inheritance, and custody, is even expanding into the West. A debate is growing as to whether Sharia can coexist with secularism, democracy, or even modernity. Western countries like Britain have begun to explore the idea of allowing Muslims to apply Islamic law in familial and financial disputes.		

Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Good analysis of appropriate religious knowledge • Good analysis of the significance and/or influence of the topic on more than one Muslim group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
2 (3-4)	<p>A satisfactory attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Satisfactory analysis of appropriate religious knowledge • Satisfactory analysis of the significance and/or influence of the topic on more than one Muslim group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
1 (1-2)	<p>A weak attempt to respond to topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Little if any analysis of appropriate religious knowledge • Little if any analysis of the significance and/or influence of the topic on Muslims • Weak or no support from sources of wisdom and authority
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(d)*	<p>'Society should be more influenced by humanism than religion.'</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>AO1: Details about the latest Census in 2011 may be given to show changes about people's religion. Details about the rise of humanism and areas of agreement and disagreement between Humanism and Islam may be given. The historical influence of Islam in the Middle East and across the continent of Europe may be cited along with current examples of the continuing growing number of followers of Islam in this country affecting society such as holidays, access to hallal products, and dress codes. Details about proselytising and trying to convert people to Islam may be described. The influence of faith and what Muhammad taught may be used to argue against the statement, see teachings from the Qur'an such as Surah 112:1-4 and Surah 3:3. Details about how Britain's education system is influenced by religion may also be cited</p> <p>AO2: Some may disagree with the statement citing the many areas in which Islam and Humanism share similar moral views and values, e.g. promoting peace, care for the environment or looking after others.</p> <p>It is likely that many will agree with this statement arguing that society has changed significantly over the last half of the 20th century and the influence of religion is declining in this country. Details from the 2011 Census may be given to back this up.</p> <p>Some may provide details of areas of clashes between Muslims and Humanists that are affecting society as a whole. For example, there are major differences about the influence of religion in education or attitudes to same sex marriages or some areas of medical ethics. They may argue that it shows they agree with the statement or it could be argued that these clashes show that religion still matters to many people and therefore they would disagree with the statement.</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>

Question	Indicative content	Marks	Guidance
	<p>Some may use a historical perspective and argue that since the Age of Enlightenment and rationalism there has been a growing trend to move away from religion to explain things that mankind didn't understand in the past to a belief that science can provide many answers to big life questions. Therefore religion is not necessary and so many may agree with the statement. They may describe the rise of humanism and organisations such as the British Humanist organisation to show their growing influence in society.</p> <p>Some may refer to the influence of Humanists on SACREs and the Religious Education Council to argue that change is happening and that humanism should be more influential.</p> <p>Some may disagree and argue that although there has been a decline in the numbers claiming to be religious the majority of the population still claim to be religious. Therefore they may disagree with the statement.</p> <p>A perspective from a worldly point of view may be given. For example, Islam is the religion that is growing in numbers across the world and is influencing many countries, including Britain. This shows that religion still matters to many people and therefore would disagree with the statement</p> <p>Some may disagree with the statement arguing about the importance of faith and belief in one God being far more significant in their lives than any humanist philosophy or values.</p> <p>Some may discuss the statement focussing upon the first word 'society' and what that means. Societies are made up of many different groups with different values and beliefs. Therefore no one philosophy or belief system should have more influence than another.</p>		

Level (Mark)	AO1	Level (Mark)	AO2
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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Islam • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7-9)	<p>A satisfactory 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 • Satisfactory 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>Outline one Jewish belief about Euthanasia.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • All human life is sacred and it is not for humans to decide when it should end but G-d • Jews believe all life is of infinite value, regardless of its duration or quality, because all human beings are made in the image of G-d • Jews believe that saving someone from pain is not a reason to kill them • Jews believe there is a limit to the duty to keep people alive. if someone's life is ending and they are in serious pain, doctors have no duty to make that person suffer more by artificially extending their dying moments • Jews believe it is acceptable to ask G-d in prayer to remove a person from their pain and suffering • Jews believe it is acceptable to provide pain killing drugs that might make death occur more quickly 	3 AO1	For 'Outline one...' style questions, marks should be awarded for a statement supported by any combination of development and exemplification.
(b)	<p>Describe Jewish attitudes towards inter-faith dialogue in 21st century Britain.</p> <p>In your response you must consider the fact that religious traditions in Great Britain are diverse, but mainly Christian.</p> <p>AO1: Continental Europe and Britain are home to almost all of the world's major religions. London, a city of seven million, is perhaps one of the most diverse places on the globe. Interfaith dialogue has become a familiar aspect of religious life in Britain. The origins of interfaith initiatives in the UK date back a century and The Three Faiths Forum or The Tony Blair Foundation include Jews who are positive about the value of inter-faith dialogue. However, despite the religious diversity of Britain not all faiths have the same history here in Britain. The most established faiths of Britain are largely Christian. The Anglican Church, the Catholic Church, and a number of Protestant Christian movements all call the United Kingdom home. All religions, and especially the three Abrahamic faiths, do work together to respond to the challenges posed by developments in modern society, especially to discuss and promote shared values. Therefore many Jews are positive towards inter-faith dialogue in this country.</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>

Question	Indicative content	Marks	Guidance
	<p>In Britain all religions, and especially the three Abrahamic faiths, work together to respond to the challenges posed by developments in modern society, especially to discuss and promote shared values. Some may describe the work of the Council of Christians and Jews to show how positive some Jews are to interfaith dialogue. The Council of Christians and Jews was established in 1942 to build and develop relationships between Christians and Jews. The council works on dialogue to encourage stronger relationships between the two faiths and bring the two communities closer together. It provides education on issues that arise in both the Christian and Jewish faiths, but more so on anti-Semitism and the Holocaust.</p> <p>Some may describe different attitudes held by some Orthodox and Reform Jews about inter-faith dialogue. In the UK the Jewish community is overwhelmingly Orthodox in affiliation and in the last few decades Orthodoxy has been reintroducing Jews from the mainstream Orthodox camp as well as individuals from non-Orthodox backgrounds to a more committed and knowledge-based involvement with their religion. They may not be so concerned about inter-faith dialogue but more about enforcing their own identity and faith. On the other hand, the Reform Movement which begun in the 19th century recognises the importance to reform existing beliefs and practices and assimilate into societies. Therefore interfaith dialogue may be viewed more positively by Reform Jews.</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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Judaism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory 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 how much clashes between beliefs about marriage and secular law affect Jews.</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>AO2: Jewish teachings and beliefs about marriage, divorce and attitudes to re-marriage by Jewish groups, rabbis and laity are likely to be developed to show significant clashes between the State and Judaism. Learners may explain how secularism has influenced laws in various countries, particularly in Great Britain and provide examples of recent laws that oppose Jewish values or beliefs.</p> <p>Learners are likely to explain the purposes of Jewish marriage and the importance for Jewish men to marry a Jewish woman to ensure the hereditary line of Judaism continuing. Some may explain and develop the clash between freedom of choice to marry whom one would like with arranged marriages. Also there is a clash between State's view and law about divorce and grounds for divorce contrasting with traditional Jewish teachings and practice about marriage for life.</p> <p>Current legislation about permitting same sex marriages and equal rights for gay couples may be discussed. Changes in the law to civil partnerships and marriage of two people of the same sex are other areas where some Jews may feel that the State is wrong. Some Jews, such as Orthodox Jews may feel very strongly that it is morally wrong to marry two people of the same sex as one of the purposes for marriage given by God cannot be fulfilled. Though procreation is not the sole purpose of a marriage, a Jewish marriage is traditionally expected to fulfil the commandment to have children. Gen 1:28. In traditional Judaism marriage is viewed as a contractual bond commanded by God in which a man and a woman come together to create a relationship in which God is directly involved. In this view, marriage is understood to mean that the husband and wife are merging into a single soul, which is why a man is considered "incomplete" if he is not married. Therefore same sex marriages would contravene these beliefs.</p>	<p>6 AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of response grid below when marking this question.</p>

Question	Indicative content	Marks	Guidance
	<p>Non-Orthodox Jewish denominations, such as Reform, and Conservative Judaism, recognize same-sex marriage, and de-emphasise procreation, focusing on marriage as a bond between a couple. This view is considered as a diversion from the Jewish Law by the Orthodox denominations.</p> <p>Some secularists are angry that special dispensation from the law on equality and marriage between heterosexual and homosexual couples is allowed. Jews do not have to abide by the State laws on homosexual marriage. British law is secular and has no religious basis. Differences between various Jewish denominations about attitudes to marriage, marrying outside the faith or same sex marriages may be given.</p>		

Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Good analysis of appropriate religious knowledge • Good analysis of the significance and/or influence of the topic on more than one Jewish group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
2 (3-4)	<p>A satisfactory attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Satisfactory analysis of appropriate religious knowledge • Satisfactory analysis of the significance and/or influence of the topic on more than one Jewish group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
1 (1-2)	<p>A weak attempt to respond to topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Little if any analysis of appropriate religious knowledge • Little if any analysis of the significance and/or influence of the topic on Jews • Weak or no support from sources of wisdom and authority
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(d)*	<p>‘Society should be more influenced by humanism than religion.’</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: Details about the latest Census in 2011 may be given to show changes about people’s religion. Details about the rise of humanism and areas of agreement and disagreement between Humanism and Judaism may be given. The historical influence of Judaism creating a nation of Jews, their identity and religion may be cited along with current examples of the continuing influence of Judaism in this country and abroad affecting society such as views about ownership of Israel. Details about how Jews live day to day influenced by the mitzvot may be given. The influence of faith and what the patriarchs taught may be used to argue against the statement, see the Noachide laws, or Ten Commandment in Exodus 20. Details about how Britain’s education system is influenced by religion may also be cited</p> <p>AO2: Some may disagree with the statement citing the many areas in which Judaism and Humanism share similar moral views and values, e.g. promoting peace, care for the environment or looking after others.</p> <p>It is likely that many will agree with this statement arguing that society has changed significantly over the last half of the 20th century and the influence of the religion is declining in this country. Details from the 2011 Census may be given to back this up.</p> <p>Some may provide details of areas of clashes between Jews and Humanists that are affecting society as a whole. For example, there are differences about the influence of religion in education or attitudes to same sex marriages or some areas of medical ethics. They may argue that it shows they agree with the statement or it could be argued to show that religion still matters to many people and therefore they would disagree with the statement.</p> <p>Some may use a historical perspective and argue that since the Age of Enlightenment and rationalism there has been a growing trend to move away from religion to explain things that mankind didn’t</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>

Question	Indicative content	Marks	Guidance
	<p>understand in the past to a belief that science can provide many answers to big life questions. Therefore religion is not necessary and so many may agree with the statement.</p> <p>They may describe the rise of humanism and organisations such as the British Humanist Organisation to show their growing influence in society.</p> <p>Some may refer to the influence of Humanists on SACREs and the Religious Education Council to argue that change is happening and that humanism should be more influential.</p> <p>Some may disagree and argue that although there has been a decline in the numbers claiming to be religious the majority of the population still claim to be religious. Therefore they may disagree with the statement.</p> <p>A perspective from a worldly point of view may be given. For example, Judaism is one of the oldest religions in the world and still has followers all over the world, including Britain. This shows that religion still matters to many people and therefore they would disagree with the statement.</p> <p>Some may disagree with the statement arguing about the importance of faith and belief in one God being far more significant in their lives than any humanist philosophy or values.</p> <p>Some may discuss the statement focussing upon the first word 'society' and what that means. Societies are made up of many different groups with different values and beliefs. Therefore no one philosophy or belief system should have more influence than another.</p>		

Level (Mark)	AO1	Level (Mark)	AO2
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>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory 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 • Satisfactory knowledge and understanding of different viewpoints within Judaism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7-9)	<p>A satisfactory 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 • Satisfactory 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

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