



# AS Religious Studies

## Sample Assessment Materials

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Religious Studies (8RS0)

*First teaching from September 2016*

*First certification from 2017*

Issue 2

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Original origami artwork: Mark Bolitho

Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 4469 4620 6

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## Summary of AS Religious Studies Sample Assessment Material Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Amendment to question 2 on Paper 2	21
Amendment to question 3 on Paper 2	22
Indicative content for question 2 on Paper 2 has been updated	28
Indicative content for question 3 on Paper 2 has been updated	30

This Sample Assessment Material booklet is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://www.pearson.com/qualifications/en/support/contact-us.html).



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# Introduction

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The Pearson Edexcel Level 3 Advanced Subsidiary GCE in Religious Studies is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## Marking guidance for levels based mark schemes

### How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

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**Pearson Edexcel**  
**Level 3 GCE**

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# Religious Studies

**Advanced Subsidiary**

**Paper 1: Philosophy of Religion**

Sample assessment material for first teaching  
September 2016

**Time: 1 hour**

Paper Reference

**8RS0/01**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**1** Explore key ideas about the nature of religious experience.

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**TOTAL FOR SECTION A = 26 MARKS**

## SECTION B

**Answer ALL questions. Write your answers in the spaces provided.**

- 4** (a) Explore the key ideas associated with the problem of suffering.

**(8)**

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(b) Analyse the success of **one** solution to the problem of suffering.

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**(Total for Question 4 = 28 marks)**

**TOTAL FOR SECTION B = 28 MARKS**

**TOTAL FOR PAPER = 54 MARKS**

## Paper 1: Philosophy of Religion

### Mark scheme

Question number	Indicative content	Mark
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Some transient experiences may have life-long effects and be regarded as religious.</li> <li>• Some of these experiences may be public and appear to be unusual experiences believed to be created by God.</li> <li>• Some may be private, which may be expressed in normal language, but others may be more difficult to express in words.</li> <li>• An example of ineffable experiences may be seen in mysticism.</li> <li>• Some religious experiences may be what Otto referred to as numinous (the wholly other).</li> </ul>	<b>(8)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content	Mark
2	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting the AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• God is 'that than which nothing greater can be conceived'.</li> <li>• It is greater to exist in the mind and reality, than in the mind alone.</li> <li>• God cannot have contingent existence because necessary existence is greater.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• A strength is that the definition of God is unique and therefore criticisms against the existence of contingent beings are not applicable to this unique concept.</li> <li>• The definition of God in this argument entails necessary existence, so that it is inconceivable for God not to exist and therefore this is a strong argument.</li> <li>• A weakness of the ontological argument is that it uses existence as if it were an analytic proposition, whereas existence is synthetic.</li> <li>• The argument has been reformulated in order to answer criticisms and therefore it is a strong argument overall.</li> <li>• Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</li> </ul>	(8)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2)</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• It is based on experience and observation.</li> <li>• It provides a sufficient explanation for evidence of order.</li> <li>• Analogical reasoning about complexity draws parallels between man-made objects and the natural world.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The cumulative effect of the combination of temporal and spatial order strengthens the argument for a designer.</li> <li>• The argument is strong because it links empirical and analogical reasoning.</li> <li>• The argument has been developed and refined in Tennant's anthropic principle, and this adds to the rigour of the argument.</li> <li>• The inductive leap which infers the designer is God is contentious, therefore undermining the strength of the argument.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Some suffering may be related to responsible agents who cause suffering, including God.</li> <li>• Some instances of natural suffering are not man-made, such as earthquakes, and God seems to lack the power to alleviate the suffering.</li> <li>• These types of suffering raise issues about the attributes of God of omniscience, omnipotence and omnibenevolence.</li> <li>• The inconsistent triad highlights the idea that the attributes of God are inconsistent with suffering.</li> <li>• The combination of moral and non-moral suffering highlights the problem of the scale of suffering.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p>The question requires <b>one</b> solution. The specification refers to the solutions of Augustine and Irenaeus and these are used as exemplars.</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The belief that God and creation are good is a solution.</li> <li>• A key source for some of these theodicies is the biblical accounts of creation and the 'fall'.</li> <li>• The reason for suffering lies within human nature and not with God.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The Augustinian theodicy is successful because of the value given to free will, thus taking the responsibility for suffering away from God.</li> <li>• The disobedience of Adam and Eve towards God resulted in judgment and God is not seen as the cause of suffering.</li> <li>• This theodicy portrays suffering in such a way that it is a privation of goodness, and therefore is not an act of God.</li> <li>• Irenaeus believed that this is the best of all possible worlds, including the belief that humans are made in the image of God and therefore this is a successful solution because God is not seen as the cause of suffering.</li> <li>• The theodicy is successful because suffering is an aspect of 'the vale of soul making' and thereby purposeful.</li> <li>• Critics of these solutions may argue that problems remain with the notion of some attributes of God and also issues about human free will.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

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Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# Religious Studies

**Advanced Subsidiary**

**Paper 2: Religion and Ethics**

Sample assessment material for first teaching  
September 2016

**Time: 1 hour**

Paper Reference

**8RS0/02**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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### 1 Explore secular ethical perspectives on conservation.

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**(Total for Question 2 = 9 marks)**

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**TOTAL FOR SECTION A = 26 MARKS**

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(b) Analyse the weaknesses of Act and Rule Utilitarianism as methods of resolving moral dilemmas.

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**(Total for Question 4 = 28 marks)**

**TOTAL FOR SECTION B = 28 MARKS**

**TOTAL FOR PAPER = 54 MARKS**

## Paper 2: Religion and Ethics

### Mark scheme

Question number	Indicative content
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Conservation of the environment is urgently needed because of the threat from modern technology and industry that has failed to take into account its effect on the environment.</li> <li>• The present generation has a responsibility to conserve the environment in order to protect future generations from suffering.</li> <li>• Conservation of the planet is necessary to protect the diversity of habitats because the eco-system is being compromised by climate change and pollution.</li> <li>• Conservation of the environment must move away from an anthropocentric instrumental ideology towards a holistic intrinsic-based perspective if natural resources are not to be decisively depleted and non-human animals driven to extinction.</li> <li>• Keeping non-human animals in captivity can rarely be justified on conservation grounds since many would not be able to be released into the wild.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p>The question requires reference to <b>one</b> significant figure. This mark scheme uses Martin Luther King and Malcolm X as examples, but students may choose to use other significant figures in a campaign for equality.</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Martin Luther King led the 1955 Montgomery Bus Boycott and helped found the Southern Christian Leadership Conference in 1957.</li> <li>• Martin Luther King helped to organise the 1963 March on Washington, where he delivered his famous 'I have a dream' speech.</li> <li>• Malcolm X, originally a member of the Nation of Islam, under Elijah Muhammad, later turned his back on them and founded the Organisation of African-American Unity.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Malcolm X is widely regarded as the second most influential leader of the Nation of Islam, after Elijah Muhammad, because he was largely credited with the group's dramatic increase in membership between the early 1950s and early 1960s.</li> <li>• The work of Malcolm X was instrumental because many African Americans, especially those who lived in cities in the Northern and Western United States, felt that Malcolm X articulated their complaints concerning inequality better than the mainstream civil rights movement did.</li> <li>• Martin Luther King acknowledged that violence was sometimes necessary, therefore his pacifist stance was ambiguous at times.</li> <li>• The Montgomery Bus Boycott was a success, therefore turning Martin Luther King into a national hero and the spokesman of the Civil Rights movement.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p>This mark scheme uses gender equality as an example, but students may refer to racial or disability equality in their response.</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Religious understanding of creation place equal value on men and women as God's creation.</li> <li>• Religious approaches to gender equality may identify distinct roles for men and women.</li> <li>• Religious contributions to gender equality may either promote or reject a hierarchical understanding of male and female roles.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Religious approaches to gender equality may appear to be anachronistic and therefore fail to take into account ideological changes such as feminism.</li> <li>• Religious approaches draw on sacred texts, however some feel these need to be interpreted relevantly in the modern world, in the light of changing cultural differences.</li> <li>• Religious approaches may be based on the presentation of key religious figures, such as Jesus, which therefore promote good examples of compassionate and humanitarian treatment of all genders.</li> <li>• Religious models of gender equality may recognise the distinct and valuable contributions of different genders, therefore enabling them to build on inherent strengths and talents.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• It is an ethical theory developed against the social, economic and cultural background of the Industrial Revolution and the Enlightenment.</li> <li>• It is a theory developed by Jeremy Bentham, based on the observation that humans seek happiness and avoid pain.</li> <li>• Act Utilitarianism is a teleological (consequentialist) approach to ethical decision making, based on predicted outcomes.</li> <li>• This is an approach to moral decision making based on actions and ends, rather than on inherent moral principles, such as duty.</li> <li>• It is based on the principle of utility, which determines the usefulness of the action so far as it is likely to bring about its desired outcome.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Act Utilitarianism fails to recognise the need to respect inherently valuable moral principles.</li> <li>• Rule Utilitarianism compromises the principle of utility by allowing rules to play a part in moral decision making.</li> <li>• Utilitarianism may be guilty of allowing the will of the majority to prevail even if it is intuitively unsound.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Act Utilitarianism may fail to recognise the need to respect inherently valuable moral principles because it values outcomes above and beyond principles.</li> <li>• Acts are judged according to a predetermined outcome, however this may not be universally desirable.</li> <li>• Rule Utilitarianism places rules at the heart of decision making and therefore is in effect a form of deontology, which focuses on the motive rather than the action.</li> <li>• Distinguishing between strong and weak rules may be arbitrary, therefore these theories are not useful in resolving moral dilemmas.</li> <li>• The will of the majority is not a reliable judge of what is good because minority groups may suffer for no other reason than the majority wills it.</li> <li>• Justice may not be served by Act and Rule Utilitarianism because of the insignificant value placed on the minority, therefore these theories are limited in their ability to resolve moral dilemmas.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements are made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

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Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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# Religious Studies

**Advanced Subsidiary**

**Paper 3: New Testament Studies**

Sample assessment material for first teaching  
September 2016

**Time: 1 hour**

Paper Reference

**8RS0/03**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

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**1** Explore the key ideas concerning the authorship of the Fourth Gospel.

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**(Total for Question 2 = 9 marks)**

- 3** Assess the strengths of the view that the Feeding of the 5000 and the Raising of Lazarus are the most important signs in the Fourth Gospel.

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**(Total for Question 3 = 9 marks)**

**TOTAL FOR SECTION A = 26 MARKS**

## SECTION B

**Answer ALL questions. Write your answers in the spaces provided.**

- 4** (a) Explore the key ideas of the Prologue to the Fourth Gospel.

**(8)**

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(b) Analyse the view that the Prologue provides the key to unlock the Gospel.

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(Total for Question 4 = 28 marks)

**TOTAL FOR SECTION B = 28 MARKS**  
**TOTAL FOR PAPER = 54 MARKS**

## Paper 3: New Testament Studies

### Mark scheme

Question number	Indicative content
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Authorship of the Gospel is traditionally ascribed to John the Apostle because of the authority lent by his association with Jesus as an inner-circle disciple and eyewitness.</li> <li>• The anonymous character of the Beloved Disciple may be identified as the author.</li> <li>• The Gospel may be the product of community authorship because of its late dating and concerns expressed by those members of the community who have been expelled from the synagogue.</li> <li>• The community may have been directly associated with the Beloved Disciple (<i>'We know his testimony is true'</i>) and, traditionally, therefore with John the Apostle.</li> <li>• Late dating of the gospel has also led to suggestions that the author may be John the Elder, also referred to as the author of the Johannine Epistles.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Roman occupation of 1st-century Palestine defined the response of the religious authorities to Jesus.</li> <li>• The religious authorities were accountable for maintaining order and for being seen to act against potential revolutionaries.</li> <li>• The stability of the priesthood and the temple were dependent on a stable relationship between the political and religious authorities.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Jesus was a charismatic leader and as such was seen as a threat to political stability, therefore if it were not for Roman rule over Palestine, Jesus would not have been crucified, which was characteristically a Roman sentence for secular offences.</li> <li>• The High Priest was appointed by Rome and was responsible for maintaining peace in Jerusalem, thus they had to act against Jesus as a potential revolutionary.</li> <li>• The priests feared Roman reprisal against them and the temple, therefore to maintain a working relationship with Rome, it was in their interest to have Jesus arrested.</li> <li>• Roman occupation meant Jesus' death was more likely a deterrent, otherwise the only charges that would have been made were religious ones, which could not be guaranteed to result in the death penalty.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The signs in the Fourth Gospel are key Christological tools that illustrate Jesus' identity as the Son of God.</li> <li>• Signs are linked with 'I am' sayings, which in turn are linked to the name of God and to Old Testament symbolism.</li> <li>• Signs in the Fourth Gospel are frequently linked with controversies with the Jewish authorities over Jesus' identity and work.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The Feeding of the 5000 is vital for presenting Jesus as the Bread of Life, fulfilling and transcending Moses and the giving of the manna in the wilderness, since this shows Jesus as superseding the salvific events of the Old Testament.</li> <li>• The Raising of Lazarus is linked with Jesus as the 'resurrection and the life', which anticipates his own resurrection and offers an understanding of realised eschatology, therefore conveying to the reader that salvation is fully available in the present, not just in the future.</li> <li>• Other signs could be considered equally or more important to the Gospel, such as the changing of water into wine, which marks the beginning of Jesus' ministry as the 'best saved till last'.</li> <li>• The healing of the paralysed man and healing of the blind man could be seen as equally or more important because they are twin signs, which are set against the background of Sabbath conflicts and Christological disputes about Jesus' nature and authority to act.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• The Prologue introduces Jesus as the Word (Logos), a concept that was familiar in both Jewish and Hellenistic thought.</li> <li>• Jesus is identified with life and light, overcoming darkness and opposition.</li> <li>• John the Baptist is presented as more than a herald for Jesus, but as a Witness to him also sent on a mission from God.</li> <li>• Jesus is sent as the Word 'made flesh' – the incarnation of God, coming into the world to reveal the glory of the Father.</li> <li>• Jesus is presented as greater than Moses and the Law, offering the fullest revelation of God available to humanity, coming to a world which is his, by his agency in creation, and yet which will reject him.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Major themes in the Gospel are anticipated in the Prologue such as life, truth and glory.</li> <li>• 'I am' sayings, signs and discourses develop the themes of the Prologue.</li> <li>• The Prologue may be a Christological hymn added later to summarise the Christology of the Gospel.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The Prologue serves to offer a reliable testimony to Jesus before the reader embarks on the content of the Gospel because John the Witness is praised by Jesus in the Gospel.</li> <li>• Major themes are placed in context, which is important for enabling the reader to understand their importance to the Gospel as a whole.</li> <li>• The role of conflict in the Gospel is unlocked because it is anticipated fully in the Prologue, including the 'giant takeover bid' (Morna Hooker).</li> <li>• However, the Prologue may serve other purposes because some major themes in the Prologue, such as Logos, are not developed later in the Gospel.</li> <li>• Furthermore, some major Gospel themes, such as the role of the paraclete, are not introduced in the Prologue.</li> <li>• However, if the Prologue is a later addition, written as a hymn or prayer, and not a deliberate Prologue to the Gospel, then any keys it provides to unlock the Gospel are coincidental.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of the elements in the question are made.</li> <li>• Judgements are made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

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Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# Religious Studies

**Advanced Subsidiary**  
**Paper 4: Study of Religion**  
**Option 4A: Buddhism**

Sample assessment material for first teaching  
September 2016  
**Time: 1 hour**

Paper Reference

**8RS0/4A**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## 1 Explore the teachings of the Buddha about suffering.

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**TOTAL FOR SECTION A = 26 MARKS**

## SECTION B

**Answer ALL questions. Write your answers in the spaces provided.**

- 4** (a) Explore different types of meditation.

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(b) Analyse the significance of meditation as central to the Noble Eightfold Path.

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**(Total for Question 4 = 28 marks)**

**TOTAL FOR SECTION A = 28 MARKS**

**TOTAL FOR PAPER = 54 MARKS**

**Paper 4: Study of Religion, Option 4A: Buddhism**  
**Mark scheme**

Question number	Indicative content
<b>1</b>	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Suffering is a part of everyday life (dukkha).</li> <li>• The cause of suffering is craving or desire (samudaya).</li> <li>• Suffering can be ended by the cessation of desire (tanha).</li> <li>• Suffering can be removed from a person's life through the living of the Middle Way.</li> <li>• The story of Krisha Gotami exemplifies the Buddha's teaching on how suffering and death affects all people.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The Four Sights were of an ill man, an old man, a dead person and an ascetic/holy man</li> <li>• The Four Sights taught the Buddha that suffering existed and that it was a problem that needed to be solved</li> <li>• The Four Sights began the Buddha's search for truth and ultimately enlightenment.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The Four Sights are important for Buddhist understanding because this was the first time that the Buddha had encountered any of these. This means that the Buddha was caused to question the nature of existence and begin his search for truth.</li> <li>• Without the realisation that this event brought the Buddha, he would not have been able to use the Four Sights as a basis for the development of the Four Noble Truths, in order to overcome this problem and provide a basis for Buddhism.</li> <li>• The Four Sights were not an end in themselves but the first step in a long journey. This suggests that the Four Sights may not have the significance of events such as the meditation under the Bodhi tree.</li> <li>• The Four Sights were an important part of the Buddha's journey to enlightenment because the journey would never have begun without this realisation, therefore the world may never have received the teachings that the Buddha left.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The Tipitaka is the main source of the teachings of the Buddha.</li> <li>• The Tipitaka contains the vinaya which are the rules of the ordained sangha.</li> <li>• Its significance is foundational mainly within Theravada.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The teachings of Theravedic Buddhism are focused on the Tipitaka, this gives great importance to the Tipitaka as a source of wisdom.</li> <li>• The smooth running of the sangha and the way of life of the bhikkus/bhikkhunis would not be possible without having the Tipitaka to follow. This means it is a vital guideline in their search for enlightenment.</li> <li>• Some Buddhist traditions such as Mahayana question the significance of the Tipitaka, however, its significance within Theravedic Buddhism is highlighted by the fact that it is foundational.</li> <li>• All other teachings of the Buddhist belief and practice spring from the Tipitaka and this clearly shows how far the Tipitaka has been adopted across various forms of Buddhism.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Dhyana meditation can be carried out through quieting the mind, sitting in certain positions, controlling the breathing, or fixing the mind on particular ideas.</li> <li>• Meditation may focus on riddles, or it can focus on the gradual progression to truth through intense daily meditation.</li> <li>• Samatha meditation aims to bring peace by calming the busy thoughts of a person's life, enabling the person to be at peace within themselves.</li> <li>• In samatha a very common focus for the mind is through breathing. For example, focusing on one's own breathing enables a person to rid themselves of outside distractions and stresses.</li> <li>• Vipassana aims to help the person develop insight into the true nature of things.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The Noble Eightfold Path is structured around wisdom, morality and meditation.</li> <li>• It lays the basis for every other part of the Noble Eightfold Path.</li> <li>• The Noble Eightfold Path provides the template for the formation of the mind.</li> <li>• The Buddhist develops detachment by training the mind to replace evil, bad thoughts with Right Thought/Intention.</li> <li>• The formation of mental habits influence the Buddhist to think in the right way.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Although meditation is only one part of the Noble Eightfold Path it can be suggested that it is indispensable and that without Samadhi it is impossible to achieve wisdom and right action.</li> <li>• Meditation may not individually be central to the Noble Eightfold Path because of the requirement to pursue wisdom and practise morality, which are also contained within this path, suggesting that all three of these are key and central to the practice of the eightfold path.</li> <li>• The individual Buddhist may focus on one aspect of the Noble Eightfold Path as opposed to another, therefore meditation is not necessarily central for each individual Buddhist's journey to enlightenment or nibbana.</li> <li>• By training the mind, a Buddhist will habitually think in positive ways that links with Right Thought/Intention – this will in turn lead to right action and enable a person to receive punna kamma, which in turn, may lead to enlightenment suggesting the centrality of meditation.</li> <li>• The use of meditation in Buddhism means that by replacing bad thoughts a Buddhist would not gain bad kamma and be hindered on the search for enlightenment, meaning that meditation is central to the Noble Eightfold Path.</li> <li>• Meditation would not be able to be performed without wisdom that underpins the practice of meditation, suggesting there is an interdependence between the practice of meditation and the achievement of wisdom, so no part of the Eightfold Path is more significant than another.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements are made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>



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Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# Religious Studies

**Advanced Subsidiary**  
**Paper 4: Study of Religion**  
**Option 4B: Christianity**

Sample assessment material for first teaching  
September 2016  
**Time: 1 hour**

Paper Reference

**8RS0/4B**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## 1 Explore key features of Christian belief in God as Creator.

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**(Total for Question 1 = 8 marks)**

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**TOTAL FOR SECTION A = 26 MARKS**



(b) Analyse the view that music is the most effective means of expressing belief for a community of believers.

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**(Total for Question 4 = 28 marks)**

**TOTAL FOR SECTION B = 28 MARKS**

**TOTAL FOR PAPER = 54 MARKS**

## Paper 4: Study of Religion, Option 4B: Christianity

### Mark scheme

Question number	Indicative content
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• This belief is based on Genesis, it is in the Creeds and central to Christianity.</li> <li>• God created out of nothing (ex nihilo) is a primary feature.</li> <li>• Creation can be seen as emanation, an overflowing of the creative energy of God.</li> <li>• Another feature sees God as a master-builder, working on pre-existent matter.</li> <li>• Another feature is of the artistic expression of creation, seeing it as the 'handiwork of God' expressing the personality of the Creator.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p>The question requires <b>one</b> view. The specification refers to the views of Barth and Rahner and these are used as exemplars.</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Barth says that revelation reveals God as Trinity.</li> <li>• Rahner's view is that the 'economic' Trinity is the 'immanent' Trinity.</li> <li>• For Rahner there is only one network of divine relationships, it exists in two forms – one eternal and one historical.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Barth's view is strong because the doctrine of the Trinity is an 'explanatory confirmation' of revelation.</li> <li>• The view that God reveals himself, 'through himself' and it is 'himself' that is revealed is strong because it is based on scripture.</li> <li>• Rahner's view that the ways humans experience God is the way God is in Godself, rather than roles temporarily assumed is persuasive because it avoids modalism.</li> <li>• Rahner's view is strong because it redresses older tendencies to marginalise human experience and the Biblical witness to salvation and focus on only the 'immanent' Trinity.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The Bible is the Word of God.</li> <li>• It is inspired by the Holy Spirit.</li> <li>• It is a collection of authoritative books that passes down the core teachings of the faith.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Challenges could be made about the authority of scripture given it was compiled by humans, which challenges the notion of it being the Word of God.</li> <li>• The special status of the Bible as a source of authority has been challenged in Enlightenment views about the role of reason, which questions the authority of the text and its application to some areas of Christian living.</li> <li>• There are different understandings of the relationship between the Bible, tradition and reason that can be used to support the authority of the Bible.</li> <li>• However, there are various models of interpreting scripture suggesting a variety of degrees of authority, which can impact on Christian living in different ways today.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and use of specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• There is a wide range of music designed to accompany or provoke worship.</li> <li>• Types of architecture and different buildings have been developed to reflect Christian principles.</li> <li>• Sculpture has historically been used to depict scenes from the gospels.</li> <li>• Many of the world's great artists have used religious themes in their paintings, particularly the Nativity or Crucifixion.</li> <li>• Poetry has regularly been used as a vehicle to express religious belief or wonder.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Christian music has a variety of forms, including such diversity as Gregorian Chant and Pentecostal songs.</li> <li>• Music remains central to many types of worship, illustrating its continuing appeal as a medium for expressing belief.</li> <li>• Music appeals to many ages and communities so it holds Christians together.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The ability of all to learn and participate in music allows a community to express collective identity and belief, therefore strengthening that community.</li> <li>• Visual expression in terms of accessibility in both individual and collective functions, suggests art is more powerful and therefore more effective.</li> <li>• Music is more effective as it has distinctive effects on the human mind because it can transport a believer to the divine and promote an encounter with God.</li> <li>• Literature can be more effective because it can convey the beliefs of a community in many modes of language without requiring collective participation.</li> <li>• Different types of creative expression suit different communities or occasions better and therefore the claim that music is the most effective means is not justifiable.</li> <li>• Strong cases can be made for many types of expression being the most effective but ultimately creative expression is a subjective matter, therefore many forms remain important for expressing belief for a community of believers.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgments are made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>



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Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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# Religious Studies

**Advanced Subsidiary**  
**Paper 4: Study of Religion**  
**Option 4C: Hinduism**

Sample assessment material for first teaching  
September 2016  
**Time: 1 hour**

Paper Reference

**8RS0/4C**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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### 1 Explore two key beliefs associated with Krishna.

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**TOTAL FOR SECTION A = 26 MARKS**

## SECTION B

**Answer ALL questions. Write your answers in the spaces provided.**

- 4** (a) Explore the ideas of karma.

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(b) Analyse the significance of reincarnation within Hinduism.

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**(Total for Question 4 = 28 marks)**

**TOTAL FOR SECTION A = 28 MARKS**

**TOTAL FOR PAPER = 54 MARKS**

**Paper 4: Study of Religion, Option 4C: Hinduism**  
**Mark scheme**

Question number	Indicative content
<b>1</b>	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge and understanding using specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• He is believed to be an avatar of Vishnu.</li> <li>• He is believed by many Hindus to be their personal deity.</li> <li>• He features prominently in the Bhagavad Gita and believed to be the true form of the Divine.</li> <li>• Beliefs about Krishna appear across a broad spectrum of traditions in a variety of guises.</li> <li>• Krishna is believed to be a key figure in the bhakti tradition.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• It is one of the recognised paths that a Hindu may follow to achieve enlightenment.</li> <li>• It is usually associated with the path of knowledge.</li> <li>• In practice, it is also associated closely with meditation.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• For those who choose to follow this path, it is important because it enables them to gain spiritual knowledge, which leads to enlightenment.</li> <li>• It is associated with the idea that spiritual knowledge is gained through rigorous training of the mind, which is different from the intellect, and this is why stages in meditational techniques are important.</li> <li>• Spiritual knowledge deals with perceiving the unity of the created order that lies beyond and behind the usual distinctions that humans make and this is important because it allows the practitioner to see the world as it really is.</li> <li>• This knowledge is particularly applicable in some traditions to recognising the unity between the divine principle and all human souls, and this is significant because it highlights issues about truth.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The Indus Valley culture is the main archaeological evidence for the early development of religion on the Indian sub-continent.</li> <li>• Some evidence suggests that there may be links with later Hindu practice, such as ritual bathing.</li> <li>• This culture was eventually overwhelmed by an Aryan culture, which impacted later development.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• It may be argued that Hindus are generally not concerned about historical development and tend to focus mainly on what supports their spiritual quest today and hence they pay little attention to tracing the origins of the Hindu way of life.</li> <li>• It is difficult to understand the origins of modern Hinduism because apart from the Indus Valley culture, there is little other archaeological evidence around the Indian sub-continent and this becomes an important source about its development.</li> <li>• It may be argued that the quest for tangible historical evidence about religions is more a feature of particular Western academic methods of enquiry into the study of religions, therefore the Indus Valley culture is only important from a particular methodological point of view.</li> <li>• Apparent similarities between the Indus Valley culture and contemporary Hinduism vary across different Hindu traditions, therefore for some it is important while for others it is of little consequence.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• In its religious sense, karma refers to actions that will have consequences for a person's destiny.</li> <li>• The most important facets of its religious meaning relate to the way in which 'deeds' determine a person's destiny – a basic key idea is the recognition that actions can be good or bad.</li> <li>• The process by which good and bad karma accumulates is automatic, an inevitable consequence of actions.</li> <li>• Karma, from the Hindu point of view, is not seen as a judgment by some external or divine force.</li> <li>• Karma also refers to a specific method of union with the divine, the 'path of action'.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Reincarnation is one of the basic ideas of Hinduism related to the idea of life after death.</li> <li>• It is linked closely with the philosophical idea that time is regarded as cyclical rather than linear.</li> <li>• Being reborn may occur in a vast number of types of existences.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The materialist school of Hindu philosophy would regard tales of reincarnation as mere speculation and therefore irrelevant.</li> <li>• Beliefs about reincarnation are based on a wide range of fundamental beliefs such as samsara, karma and cyclical time and therefore this is embedded in core Hindu beliefs.</li> <li>• Reincarnation includes the suffering that arises on account of the negative karma acquired in previous lives, therefore reincarnation is viewed as a negative experience to be avoided.</li> <li>• Reincarnation involves the idea of the transmigration of the soul or 'atman' because this is the only eternal and divine dimension of human life, it implies a dualism of soul and body.</li> <li>• The cessation of suffering for Hindus becomes the goal of life and many devout Hindus' aim of life is to secure moksha and gain enlightenment so they are no longer subject to reincarnation, therefore this world is a place to escape from.</li> <li>• Reincarnation can provide an explanation for suffering endured in our lives, it is a response to the problem of evil and suffering.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements are made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>



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Other names

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**Level 3 GCE**

Centre Number

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# Religious Studies

**Advanced Subsidiary**  
**Paper 4: Study of Religion**  
**Option 4D: Islam**

Sample assessment material for first teaching  
September 2016  
**Time: 1 hour**

Paper Reference

**8RS0/4D**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**1** Explore how the Qur'an is understood as the revelation of Allah.

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**(Total for Question 2 = 9 marks)**

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**TOTAL FOR SECTION A = 26 MARKS**

## SECTION B

**Answer ALL questions. Write your answers in the spaces provided.**

- 4** (a) Explore the political, social and religious context of Muhammad's life.

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(b) Analyse the view that the message of Islam can be seen as a rejection of the political, social and religious context of Muhammad's life.

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(Total for Question 4 = 28 marks)

**TOTAL FOR SECTION B = 28 MARKS**

**TOTAL FOR PAPER = 54 MARKS**

**Paper 4: Study of Religion, Option 4D: Islam**  
**Mark scheme**

Question number	Indicative content
<b>1</b>	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge and understanding using specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• It is seen as the final and complete revelation of Allah, which helps humanity to understand the importance of submission to Allah.</li> <li>• It is seen as the direct word of Allah, which was delivered to his messenger by the angel Jibril.</li> <li>• It was revealed to the 'seal of the prophets' Muhammad over a number of years.</li> <li>• It is a guide for life and a basis of Shari'ah law, which ensures that Muslims can live in accordance with the revelation of Allah.</li> <li>• The Qur'an brings together the messages of all of the prior prophets and confirms their messages.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• A person becomes a Muslim by acknowledging the oneness of Allah.</li> <li>• The Qur'an teaches the unity of Allah and submission to him.</li> <li>• The greatest sin is shirk, which means associating anything or anyone with Allah.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The unity of Allah and submission to him is a central teaching of the Qur'an. This means that the oneness of Allah becomes central to every aspect of a Muslim's life.</li> <li>• In suggesting that the greatest sin is shirk, which takes away from the oneness of Allah, therefore the greatest truth must be tawhid which exemplifies Allah's oneness.</li> <li>• It is part of the Shahadah, which marks the basis of Islamic worship and therefore is the foundation of all Muslim practice as evidenced through its recitation at birth, death and the joining of the ummah. This suggests the centrality of tawhid through every aspect of a Muslim's life.</li> <li>• Because the Qur'an is the revealed word of Allah and his oneness is repeatedly referred to, then his unity is central to all Islamic belief and practice.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Zakah is one of the Five Pillars of Islam and is one of the foundations of Islamic identity.</li> <li>• Islam teaches people to depend on Allah and not their own wealth.</li> <li>• Giving and receiving zakah is a duty of all Muslims.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Zakah shows the Muslim belief that all people are dependent on Allah, which is a central teaching of the Qur'an, therefore showing its significance as a feature of Muslim identity.</li> <li>• For those who are able to give zakah, it shows the importance of purifying oneself and one's wealth before Allah. This means that wealthier Muslims are able to show their commitment to Allah and the Muslim community and therefore demonstrate the importance of Islamic identity.</li> <li>• In receiving zakah a Muslim replicates their reliance on Allah for all they receive, in this way they are able to show submission to Allah in accepting the wealth he has given.</li> <li>• It shows the Muslim belief that all people are dependent on Allah, which is shown through the wealth that is given and received and in this way strengthens the Muslim community, the ummah, and therefore is a means of expressing Muslim identity, which is central in Islam.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• The society of Makkah was polytheistic with the Ka'bah as a centre for the worship of idols.</li> <li>• Society was splintered into different tribes with contentions and disputes being the norm of the time.</li> <li>• The centre of the trade and commercial routes was the city of Makkah.</li> <li>• There were manifestations of Christianity, Judaism and Zoroastrianism in the Arabian peninsula.</li> <li>• Society was structured in such a way that the family/tribe provided for the poor and disadvantaged.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Polytheism in terms of its beliefs and practices were rejected.</li> <li>• The tribal nature of society was replaced by the ummah.</li> <li>• The message of Islam has some common ground with other religious traditions such as Christians and Jewish groups.</li> <li>• The message of Islam is not defined by its relationship to any other political, social or religious contexts.</li> <li>• Practices of Islam can be seen to build on existing social practices, while others could be seen to reject the existing social norms.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The message of Islam can be seen as a rejection of the polytheism immediately evident in Muhammad's environs, this means the centrality of the message of the unity of Allah expressed in the Qur'an and throughout Muhammad's teachings is of paramount importance in the development of Islam.</li> <li>• Muhammad taught about the importance of unity rather than separation and therefore this shows significant rejection of the political and social context.</li> <li>• The Prophet is believed to be the seal of the Prophets and correcting previous misinterpretations of Allah's message, and therefore this is seen as a rejection of the religious context.</li> <li>• The message of Islam stands independent from all other influences and as such is not defined by its relationship to any other political, social or religious contexts. This indicates that rather than a reaction to, or development from existing practices, the message of Islam was an undiluted revelation from Allah. and demonstrates a radical rejection of the political, religious and social context</li> <li>• A large number of the practices of Islam can be seen to build on existing social practices, one example is the centrality and importance of Makkah, and therefore this can be seen to be embraced and confirmed within Islam rather than rejected.</li> <li>• A large number of the practices of Islam can be seen to build on existing social practices in the way that the care for the poor continued through the practices of sadaqah and zakah, therefore it would suggest that Islam did not reject all the social and political context of its founding.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements are made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>



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Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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# Religious Studies

**Advanced Subsidiary**  
**Paper 4: Study of Religion**  
**Option 4E: Judaism**

Sample assessment material for first teaching  
September 2016  
**Time: 1 hour**

Paper Reference

**8RS0/4E**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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**1** Explore distinctive features of features of Orthodox Judaism.

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**(Total for Question 1 = 8 marks)**

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**3** Assess the significance of Rashi and his school for the development of Judaism.

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**(Total for Question 3 = 9 marks)**

**TOTAL FOR SECTION A = 26 MARKS**

**SECTION B**

**Answer ALL questions. Write your answers in the spaces provided.**

- 4** (a) Explore the key ideas of Judah Halevi.

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(b) Analyse the significance of Rabbinic Judaism for Jewish belief.

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**(Total for Question 4 = 28 marks)**

**TOTAL FOR SECTION B = 28 MARKS**  
**TOTAL FOR PAPER = 54 MARKS**

**Paper 4: Study of Religion, Option 4E: Judaism**  
**Mark scheme**

Question number	Indicative content
<b>1</b>	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge and understanding using specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• The Torah has status as a divine work of God because of fundamental Orthodox beliefs about revelation and the chosen people.</li> <li>• The Torah and Mishnah are fixed regarding Jewish doctrine and therefore hold importance for literal interpretation because the Torah comes from God and cannot be changed.</li> <li>• The Torah and Mishnah are authoritative and therefore apply in all times and places for Orthodox Jews who are required to live in accordance with the Commandments and Jewish Law.</li> <li>• Orthodox practices and customs that include daily ritual, defined gender roles, strict gender dress codes and dietary rules are a key feature of Orthodox Judaism.</li> <li>• Defined gender roles are evident in orthodox worship, daily ritual and access to religious leadership positions.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The Talmud is the central text of Rabbinic Judaism composed of Mishnah and Gemara.</li> <li>• The Talmud Yerushalmi is an indispensable source of knowledge of the development of Jewish Law.</li> <li>• The Talmud is a record of rabbinic discussion of Jewish law, ethics and customs.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The Talmud can be seen as a series of bible commentaries and is therefore an important source for the clarification of key Jewish beliefs.</li> <li>• Views about authority in Rabbinic Judaism are derived from studying the Talmud and therefore this gives authority to any of their teachings because of their basis on the Talmud.</li> <li>• Study of selected passages is an integral part of Jewish worship, so much so that morning prayer includes several passages from the Talmud.</li> <li>• The Talmud is relevant for understanding Jewish beliefs because of its inclusion in Jewish worship. Therefore the study of the Talmud, which cannot be separated from worship, becomes part of the search for spiritual enlightenment.</li> <li>• Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The significance of this work is that the best known commentary on Babylonian Talmud is by Rashi.</li> <li>• Rashi gave great importance to rabbinic sources and Targums in his commentary.</li> <li>• The range of Rashi's work in creating commentaries had a distinctive impact on rabbinic development; for example the Schottenstein Interlinear translation of the Talmud bases its English language commentary primarily on Rashi.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• No other scholar has superseded the magnitude of Rashi's work in creating commentaries and therefore his work is significant in that it provides a key basis for contemporary rabbinic scholarship and interpretation.</li> <li>• Without Rashi's commentary, the Talmud would have remained a closed book, however as Rashi's commentary has allowed for the interpretation of the Talmud, it is significant for Jewish understanding.</li> <li>• Rashi and his school placed distinctive emphasis on the literal translation of Jewish scripture with minimal interest in philosophy or mysticism, so therefore its significance is in remaining as close as possible to the original word of God.</li> <li>• There are criticisms by his disciples (Tosafots) who dealt with difficult passages of the Talmud that Rashi had not translated, however these commentaries offer a more interpretative approach.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made which are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Halevi's early commitment to philosophy as guide to truth gave way to renewed commitment to faith in revelation.</li> <li>• Halevi believed in limiting the power of reason through philosophical systems and defended the teachings of Judaism against the attacks of non-Jewish philosophers.</li> <li>• In his relations with other religious traditions, Halevi stressed the supremacy of the God of Israel and stressed the distinctive values of Jewish revelation and worship.</li> <li>• Halevi was uncertain about the future of the Jewish diaspora in Spain and concluded in his writing, the Kuzari, that true religious fulfilment is only possible in the presence of the God of Israel, which for him was more tangible in the Land of Israel.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The diaspora had an impact on rabbinic thought because it led to rabbinic discourse about Jewish belief to be recorded.</li> <li>• The Torah is important for Jewish belief and how Rabbinic Judaism codified the oral Torah in the Mishna and Gemara and later interpreted this within rabbinic literature.</li> <li>• Rabbinic literature details subsequent rabbinic decisions and writings, which emphasise that the Torah cannot be properly understood without recourse to the oral Torah.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Rabbinic Judaism has distinct beliefs about revelation as being revealed by God to Moses in two parts: the written and oral Torah. Therefore, this influences rabbinic debate, decisions on the meaning of the Law, and the importance of commentaries.</li> <li>• Rabbinic literature has organised the key features of the Talmud and its structure and this is significant because, for example the six orders of the Mishnah inform Jewish belief.</li> <li>• The various types of literature associated with Rabbinic Judaism, such as the Midrash, which is a compilation of teachings in the form of legal, exegetical, homiletical and narrative commentary on the Jewish Bible, and this carries great significance for its application in daily life and therefore has an impact on the way of life embraced by Rabbinic Judaism.</li> <li>• The Halakha (the way) is significant for Jewish belief and therefore specifies what behaviour is sanctioned by law.</li> <li>• Throughout the development of Rabbinic Judaism there have featured great rabbis who have had a significant impact through their translations, interpretations and commentaries on the Talmud because of the way in which they have attempted to stay true to the original Word of God as found in the Jewish Bible, therefore Jewish belief has been based on their work.</li> <li>• A criticism of Rabbinic Judaism would be the lack of interpretation on the Talmud and that therefore the nature of authority in Rabbinic Judaism is based on the achievement of an accepted literal translation on which belief and practice is founded. The rabbi is clearly of great significance in Rabbinic Judaism.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

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Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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# Religious Studies

**Advanced Subsidiary**  
**Paper 4: Study of Religion**  
**Option 4F: Sikhism**

Sample assessment material for first teaching  
September 2016  
**Time: 1 hour**

Paper Reference

**8RS0/4F**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections in this question paper. Answer **all** the questions in each section.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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### 1 Explore the key features of Sikh teachings about seva.

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**(Total for Question 1 = 8 marks)**

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**TOTAL FOR SECTION A = 26 MARKS**

## SECTION B

**Answer ALL questions. Write your answers in the spaces provided.**

- 4** (a) Explore the ways the Guru Granth Sahib is used in worship.

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(b) Analyse the view that studying the Guru Granth Sahib is the best way to understand Sikhism.

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**(Total for Question 4 = 28 marks)**

**TOTAL FOR SECTION B = 28 MARKS**

**TOTAL FOR PAPER = 54 MARKS**

**Paper 4: Study of Religion, Option 4F: Sikhism**  
**Mark scheme**

Question number	Indicative content
<b>1</b>	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge and understanding using specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Seva is a key value for all Sikhs.</li> <li>• It is the basic expression of how all Sikhs should relate to other people.</li> <li>• It is a totally voluntary self-offering of kindness and wellbeing towards others.</li> <li>• It is expressed in the way Sikhs behave and act in the gurdwara.</li> <li>• It is shown in the way in which Sikhs welcome everybody, without distinction, to food and hospitality provided by the gurdwara.</li> <li>• It is an expression of deeds regarded as expressing the quality of gurmukh.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The place of the sant tradition in the spirituality of the North Indian sub-continent.</li> <li>• Common ground and possible divergence between activities and teachings associated with Guru Nanak and those which are part of the wider Hindu bhakti framework.</li> <li>• The inclusion of poetry of the sant tradition in the Guru Granth Sahib.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The spiritual poetry of Kabir and the writings of other non-Sikhs are included in the Guru Granth Sahib, suggesting that the movements at least share a common outlook, and are therefore compatible with each other.</li> <li>• The writings of Guru Nanak in the Guru Granth Sahib show that there is considerable common ground in the concept of mukti as the goal of life and therefore there is a common spirituality between them.</li> <li>• Guru Nanak's teaching about the benefits of openness and the hazards of exclusivism does also chime with the same trends in the wider Sant movement, though this may not have resulted in a sense of organisational unity. This shows that a shared community is not necessarily a spiritual feature of either the sant or the Sikh movement.</li> <li>• Some aspects of the wider sant movement, and its traditional association with Bhakti, suggest that Guru Nanak drew inspiration from a wide range of religious tradition, including other Hindu and Islamic sources. Therefore any suggestion that Guru Nanak chose one spiritual path through which to proclaim his teaching is unlikely to be accurate.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p>3 marks AO1, 6 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The Khalsa is the organised Sikh community (or 'order') established by Guru Gobind Singh.</li> <li>• Admission to the order is by 'taking amrit'.</li> <li>• Identity is established by wearing the 5 'K's.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Membership of the Khalsa was traditionally associated with Guru Gobind Singh to provide a clear separate identity for Sikhs facing persecution. It was later reinforced in the community through allegiance to the summary of teaching provided by the Rahit Maryada and to the recognition of the (political) authority of the SPGC. This is therefore the basis of orthodoxy for many Sikhs who regard themselves as 'amritdhari'. They would therefore agree with the claim.</li> <li>• Not all those who call themselves Sikhs or practise the Sikh spiritual path necessarily conform with this model. A number of variations exist in the community in relation to 'orthodox practice' among those who regard themselves as part of the Panth. There are therefore differences of interpretation about who a 'real Sikh' is.</li> <li>• The main differences of view appear to stem from ideas about the true spiritual path to union with God, about what are the essentials of that spirituality, and about how Sikhs today should engage with and respond to the contemporary (secular) world. There are also groups who regard themselves as orthodox but are not so regarded by most of the Panth.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• It is the central focus of worship.</li> <li>• Worship towards the Guru Granth Sahib is shown by its procession, position, handling, reading ritual, decoration, and ritual.</li> <li>• Respect for the Guru Granth Sahib is shown by devotees through prostration and making offerings.</li> <li>• The appointed reader (granthi) chants the text while it is revered by the use of the chauri.</li> <li>• It is worshipped as the presence of the Guru.</li> <li>• It is honoured in the way it is processed, carried and laid to rest in a separate room.</li> <li>• It may be used as the focus of worship at home as well as at the gurdwara.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• It contains for most Sikhs the timeless authoritative spiritual teaching associated with the Sikh view of life.</li> <li>• It is regarded as 'the living Guru'.</li> <li>• It is essentially a book of worship rather than a collection of proof texts.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• The term 'Guru' links the book directly with God, as the teacher of mankind, and with the Ten Gurus who embody the Sikh tradition, and with the notion of 'the living Guru' for Sikhs today. This is the focus for understanding Sikhism.</li> <li>• Its status, prominence and role in worship ensure that it represents the divine presence. As such, it is clearly emphasising its central importance as a means of understanding the Sikh way of life. Some Sikhs actually refer to the Book as 'God'. Therefore, for Sikhs, it embodies the presence of God and is itself the central focus of the Sikh way of life.</li> <li>• Some Sikhs will challenge the notion that understanding the spirituality of Sikhism is achieved or achievable by 'studying' the book. It is an object of devotion and worship and symbolises the presence of the Guru. Therefore many Sikhs would contend that only through devotion to the Guru is it possible to understand fully the Sikh way of life.</li> <li>• There is also a strong tradition in Sikhism that understanding the Sikh way of life has to do with practical deeds or actions of compassion and service to others, and that is not the same as studying the text.</li> <li>• Some Sikhs feel that the attempt by Western Scholars to understand Sikhism by academic study of the text robs it of its real spiritual quality and experience of worship. They feel that academic study lacks the spiritual engagement that is needed to enter into the process of the journey from 'manmukh' to 'gurmukh'.</li> <li>• Some Sikhs however acknowledge that 'outsiders' can have a real understanding through study, especially when they link Sikh spiritual ideas with their own, and can understand common ground.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> </ul>
Level 2	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>



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