GCSE Religious Studies Exemplars

GCSE (9-1) Religious Studies A & B

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Religious Studies A and B exemplars for part a, b, c
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Introduction

This pack of exemplars provides some examples and guidance for each of the question types --a, b, c and d -- from a variety of papers from specifications A and B.

Further packs for materials for specific papers on each of the two specifications will be provided throughout the year.

There are a number of exemplars provided in this pack which will allow teachers to see how marks are awarded for each question type. There is a commentary from the examiner on each exemplar and the relevant mark scheme is provided at the end of each question.
Part (a) questions

- Part (a) questions are designed to test AO1 and require candidates to demonstrate knowledge and understanding of religion and belief.
- Students need to provide knowledge of religion and belief by recalling factual information.
- For questions with the command word ‘outline’, no more than one sentence per mark is required. For questions with the command word ‘state’, no more than one word per mark is required.
- A yellow circle - - has been used on each of the exemplars to show which element of the response was credited

1. Specification B – Area of Study 1 – Ethics and Religion
   Option 1C – Islam – Question 1(a)

Candidates A and B:

1 (a) State three religious traditions, other than Christianity, in Great Britain.

Judaism, Islam and Sikhism

1 (a) State three religious traditions, other than Christianity, in Great Britain.

Islam

Sikhism

Hinduism

Examiner comment:
These candidates both gained three marks. As the command word is ‘state’, candidates are not required to write in sentences.

Candidate C:

1 (a) State three religious traditions, other than Christianity, in Great Britain.

Islam, Judaism and Jedi

Examiner comment:
The candidate was awarded 2 marks for ‘Islam’ and ‘Judaism’. ‘Jedi’ is not a recognised religious tradition.

Candidate D:

1 (a) State three religious traditions, other than Christianity, in Great Britain.

> Catholics are a religious tradition
> Muslims are a religious tradition
> Sikhs are a religious tradition

Examiner comment:
The candidate was awarded 2 marks for ‘Muslims’ and ‘Sikhs’. ‘Catholics’ is not accepted because it is a Christian denomination and the question requires students to name religious traditions other than Christianity. There is also no requirement for the student to write in full sentences as the command word is ‘state’.

Mark scheme for Area of Study 1: Option 1C Islam question 1 (a)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>AO1 3 marks</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Award one mark for each point identified up to a maximum of three.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Judaism (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Islam (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Buddhism (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sikhism (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hinduism (1)</td>
<td></td>
</tr>
</tbody>
</table>
2. Specification B – Area of Study 1 – Ethics and Religion
Option 1C – Islam – Question 2(a)

Candidate A:
2 (a) Outline three Muslim teachings about divorce.

Examiner comment:
The candidate gains 2 marks.
The first correct teaching provided is ‘divorce is usually frowned upon’. The second part of the sentence ‘…as marriage is believed to be sacred and only for true love’ is a development point and therefore not credited.

The second point the candidate makes is a practice, not a teaching. The teaching is that reconciliation should be attempted. The teaching is the waiting period, not counselling.

The second correct teaching the candidate refers to is that ‘men always need the consent of their wives for a divorce’.

Candidate B:
2 (a) Outline three Muslim teachings about divorce.

Examiner comment:
The candidate gains 2 marks
The first correct teaching provided is ‘the husband has to announce it 3 times’; however, it is recognised that not all Muslims do this.

The second correct teaching is that a woman ‘can divorce her husband if he can not provide’
Candidate C:

2 (a) Outline three Muslim teachings about divorce.

* You have to wait a certain amount of time before you can file for a divorce.

* You can get divorced as many times as you want.

* Muslims have to follow all the laws of divorce to have a divorce.

Examiner comment:
The candidate gains 1 mark
The first correct teaching is that 'you have to wait a certain amount of time before you can file for a divorce'.

The second and third points made are not clear teachings from Islam. To award these statements, any examiner would have to make assumptions on behalf of the candidate. Examiners can, and will, only mark what the candidate presents on the paper.

Candidate D:

2 (a) Outline three Muslim teachings about divorce.

It shouldn't be done,

Examiner comment:
The candidate gains 0 marks
The candidate’s response indicates that divorce is not allowed whilst in Islamic teaching, it is allowed.
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (a)</td>
<td>AO1 3 marks Award one mark from each point identified up to a maximum of three. • It is allowed in Islam as the most hateful thing Allah allows (1) • Marriage is a contract which can be broken (1) • Divorce is considered a last resort (1) • Both men and women can ask for divorce (1) • The iddah is a three-month period where reconciliation is attempted (1) • Re-marriage is allowed after divorce; though there are other conditions for remarriage to the same person (1) Accept any other alternative valid response</td>
<td>Reasons why Muslims should or should not support divorce</td>
<td>3</td>
</tr>
</tbody>
</table>
Option 2B: Christianity – Question 1(a)

Candidate A:
1 (a) Outline three things Christians believe about salvation.

Examiner comment:
The candidate gains 2 marks

The first correct belief given is that ‘Jesus dies to save the world’
The second correct belief given is that ‘Jesus died on behalf of everyone else’
The third belief given is not credited as it needs more information; it must be linked to salvation/beliefs.

Work crossed out, and can be read. will be marked if another answer is not provided.

Candidate B:
1 (a) Outline three things Christians believe about salvation.

Examiner comment:
The candidate gained 3 marks

The first belief is credited at ‘Jesus saved everyone’
The second belief is credited for ‘judgement day is where everyone is saved’
The third belief is credited for God gives his children (humans) salvation when they die’

The beliefs stated here do not need to all be from one Christian perspective.
Candidate C:
Examiner comment:
The candidate gains 3 marks

The first belief about salvation is credited at ‘Jesus saved humanity by repenting their sins’
The second belief about salvation is that it is ‘for everyone’
The third belief about salvation is that ‘God will forgive them all’

The beliefs do not need to be all from one Christian perspective

Mark scheme for Area of Study 2: Option 2C Christianity question 1 (a)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>AO1 3 marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Award one mark from each point identified up to a maximum of three.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• people are saved by God’s grace (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• salvation requires repentance (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• salvation requires faith in Jesus (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• salvation is essential to those who want to go to heaven (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• it reveals the forgiving nature of God (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept any other alternative valid response</td>
<td>3</td>
</tr>
</tbody>
</table>
Part (b) questions

- Part (b) questions are designed to test AO1 and require candidates to demonstrate knowledge and understanding of religion and belief.
- Students need to provide knowledge of religion and belief by recalling factual information.
- Marks are awarded for the reason (1) and for the development of the reason (1).
- To get full marks, candidates need to give and reason and develop it and then give a second (different) reason and develop it in a way different to the first reason.
- A yellow circle - - has been used on each of the exemplars to show the reason and a blue circle - for the development of the reason.

1. Specification B – Area of Study 1 – Ethics and Religion
Option 1C – Islam – Question 1(b)

Candidate A:

**(b) Explain two reasons why prophets are important for Muslims.**

*The first reason is that 'Prophets are important to Muslims because they deliver the words of Allah' and this reason is developed by the example of Muhammad and his teachings. The second reason is that 'Prophets are examples for Muslims to lead a good life for the afterlife'.*

Examiner comment:
The candidate gives two developed reason and gains 4 marks

The first reason is that *Prophets are important to Muslims because they deliver the words of Allah* and this reason is developed by the example of Muhammad and his teachings.

The second reason is that *prophets are examples* and this reason is developed by the need to *live a good life for the afterlife*. 
Candidate B:

(b) Explain two reasons why prophets are important for Muslims.

Prophets are important to Muslims because they are connected to Allah. By believing in and following the prophets, Muslims may feel closer to their faith and to their God. Also, these prophets are important because they guide Muslims down the right path and will lead Muslims to Heaven, and to be loved by Allah.

Examiner comment:
The candidate gives two developed reasons and gained 4 marks.

The first reason is that ‘Prophets are important to Muslims because they are connected to Allah’ and is developed with the statement that they make Muslims ‘feel closer to their faith and their God’.

The second reason is that ‘Prophets are important because they guide Muslims down the right path’ with the development that it ‘will lead Muslims to Heaven, and to be loved by Allah’.

Candidate C:

(b) Explain two reasons why prophets are important for Muslims.

Prophets are important for Muslims because they guide them through life, show them how to be a good Muslim. For example, they show Muslims how to get into heaven and not go to hell. Also, prophets show Muslims how to pray and worship God correctly. Therefore, many Muslims find prophets important to follow throughout life.

Examiner comment:
The candidate presents two reasons and one is developed, gaining 3 marks.

Although the second reason credited could also be read as a further development, the candidate has used the word ‘also’ which has been understood to be an indication of a second reason.
Mark Scheme for Area of Study 1: Option 1C: Islam question 1(b)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (b)</td>
<td>AO1 4 marks</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks

- All the prophets were chosen by Allah (1) to bring guidance of Allah to the people at different times in history (1)
- They all brought the same message (1) showing that Allah is unchanging (1)
- All the prophets prepared the way for Muhammad (1) showing that Muhammad is the last Prophet (1)

Accept any other alternative valid response

- Repeated reason/development
- Reject development that does not relate both to the reason given and to the question

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2. Specification B – Area of Study 1 – Ethics and Religion
Option 1C – Islam – Question 2(b)

Candidate A:

(b) Explain **two** reasons why some Muslims may not accept the use of contraception.

Muslims may not accept the use of contraception because they want to expand the population of the religion so women are told to have lots of children. Also, it says in the Qur’an not to use contraception so if you were a strict Muslim you would follow that teaching.

**Examiner comment:**
The candidate gives one reason that is developed in reverse gaining 2 marks.

The second reason given is incorrect.

**Mark Scheme for Area of Study 1: Option 1C: Islam question 2(b)**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (b)</td>
<td>AO1 4 marks</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Children are seen as gifts from Allah (1) and Islam is a religion based on family (1)</td>
<td>• Repeated reason/development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Some contraceptive methods allow the egg to be fertilised (1) and some Muslims believe destroying this is murder (1)</td>
<td>• Reject development that does not relate both to the reason given and to the question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Muslims are against permanent contraception which is used with the intention of a child-free marriage (1) methods such as sterilisation contradict Muslim teachings about the importance of family (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept any other alternative valid response</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Option 2B: Christianity – Question 1(b)

Candidate A:

Examiner comment:
The candidate gains 1 mark.
The candidate gives a first way as ‘treat people how you would want to be treated’. The development given is not related to the question.
The second way given is a repetition of the first therefore no marks are awarded.

Mark Scheme for Area of Study 2: Option 2B: Christianity question 1(b)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (b)</td>
<td>AO1 4 marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Award one mark for providing a reason. Award a second mark for development of the reason up to a maximum of four marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Jesus taught that Christians should treat people as they would like to be treated (1) they therefore work to relieve suffering by offering practical help (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The Parable of the Sheep and the Goats shows Christians what they must do to go to heaven (1). As a result, they will feed the hungry, visit criminals in prison etc (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Christians pray to God to relieve suffering (1) Jesus said if they have faith like a grain of mustard, nothing will be impossible(1)</td>
<td></td>
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<tr>
<td></td>
<td>Accept any other alternative valid response</td>
<td>4</td>
</tr>
</tbody>
</table>
4. Specification B – Area of Study 2 – Religion, Peace and Conflict
Option 2B: Christianity – Question 2(b)

Candidate A:

(b) Explain two reasons why Christians believe criminals should be treated with compassion.

Christians may believe criminals should be treated with compassion. For example, someone might of made a mistake. Therefore they should be given a second chance.

Examiner comment:
The candidate gains 2 marks.
The first part of this response repeats the question and therefore is not rewarded. The first reason ‘could have made a mistake’ and is developed by ‘they should be given a second chance’.

Candidate B:

(b) Explain two reasons why Christians believe criminals should be treated with compassion.

They believe that everyone always has a second chance in life, therefore they should be treated with compassion. Also they refer to the Golden Rule, treat people how you want to be treated.

Examiner comment:
The candidate gains 1 mark

The first reason that is given is not accurate and is not rewarded. The second reason – ‘refer to the Golden Rule’ – is not developed.
Candidate C:

(b) Explain two reasons why Christians believe criminals should be treated with compassion.

Examiner comment:
The candidate gains 1 mark
The first correct reason of Christians believe in the golden rule’ is credited However, the candidate goes on to define the golden rule which is not rewarded as a development as the candidate is not directly answering the question which is focussed on criminals. There is also repetition in this response.

Mark Scheme for Area of Study 2: Option 2B: Christianity question 2(b)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (b)</td>
<td>AO1 4 marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Award one mark for providing a reason. Award a second mark for development of the reason up to a maximum of four marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Parable of the Sheep and the Goats teaches Christians they should treat everyone as though they are Jesus (1) it specifically requires Christians to care for those in prison (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Jesus said ‘love thy neighbour’ (1) treating others with respect reflects God’s love (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The aim of punishment should be to change criminals and make them better citizens (1) treating them harshly may make them more likely to commit further crimes (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept any other alternative valid response</td>
<td>4</td>
</tr>
</tbody>
</table>
Part (c) questions

- Part (c) questions are designed to test AO1 and require candidates to demonstrate knowledge and understanding of religion and belief.
- Students need to provide knowledge of religion and belief by recalling factual information.
- As with part (b) questions, one mark will be awarded for each reason/belief and a further mark will be awarded for each development of the reason/belief up to a maximum of four marks.
- One further mark will be awarded for any relevant source of wisdom or authority.
- To gain full marks, there must be five pieces of information provided – the source of wisdom or authority cannot be credited twice.
- A yellow circle - - has been used on each of the exemplars to show the reason and a blue circle -. for the development of the reason. A red circle is used to show the source of wisdom or authority.

1. Specification B – Area of Study 1 – Ethics and Religion
Option 1C – Islam – Question 2(c)

Candidate A:

(c) Explain two reasons why marriage may be important for Muslims.

In your answer you must refer to a source of wisdom and authority.

Examiner comment:
The candidate gains 3 marks
The candidate presents two reasons; one of which is developed.
The first reason given is ‘it brings the couples closer’
The second reason given – ‘allows them to have sex’ is developed by ‘to create a family’.

Candidate B:

(c) Explain two reasons why marriage may be important for Muslims.

In your answer you must refer to a source of wisdom and authority.

Marriage can be very important for Muslims.
For example, marriage can show that many
the family or wife and husband are.
The Qur’an instructs Muslims to marry (Surah 24:32) (1). Marriage therefore conforms to the will of Allah (1) and follows the example of the Prophet (1).

- It is the place to have lawful sex (Surah 24:33) (1). And therefore allows the lawful creation of children (1) and the growth of the faith (1).
- Marriage is a state where a Muslim can find peace (1) and express affection and mercy (1) with the mate that Allah has created for them (1) (Surah 31:21).

Accept any other valid responses
2. Specification B – Area of Study 2 – Religion, Peace and Conflict
Option 2B: Christianity – Question 1(c)

Candidate A:

(c) Explain two ways the Bible shows that Jesus is the Son of God.
In your answer you must refer to a source of wisdom and authority.

The bible shows that Jesus the Son of God in many ways, for example, he raised a miracle when he was dead and strangely escaped the tomb. Also in the bible it says Jesus can bring people back to live. This helps us have an understanding on why he/ Jesus is the son of God as no one else could do that.

Examiner comment:
The candidate gains 4 marks

The candidate gives two developed reasons, both of which refer to the Bible.
The reference to the source of wisdom is credited as a reason. There needs to be five separate points to gain five marks.
For example, the candidate, for their second reason, could have said ‘Jesus can bring people back to live (1) for example the Jarius’ daughter (1) and no one else could do that (1).
**Mark Scheme for Area of Study 1: Option 1C: Christianity question 1(c)**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (c)</td>
<td><strong>AO1 5 marks</strong>&lt;br&gt;Award one mark for providing a reason. Award a second mark for development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority&lt;br&gt;• John the Baptist declared Jesus was the one he was waiting for (1) he said that Jesus was the Word made flesh (John 1:14) (1) as he identified as the one who would come before the Messiah (1)&lt;br&gt;• An angel told Mary she was going to have a child (1), the child was God in the flesh (1). Christians believe St Paul explained this in 1 Timothy 3:16: ‘He appeared in the flesh, was vindicated by the Spirit’.&lt;br&gt;• Jesus performed miracles like stilling the storm (1) when the wind dropped the disciples acknowledged Jesus as the Son of God (1) because &quot;even the wind and waves obey him&quot; (Mark 4:35-41) (1)&lt;br&gt;Accept any other valid responses</td>
<td>5</td>
</tr>
</tbody>
</table>
3. Specification A – Area of Study 1 – Study of Religion
Option 1A: Catholic Christianity – Question 1(c)

Candidate A:

(c) Explain two Catholic teachings about the Trinity.

In your answer you must refer to a source of wisdom and authority.

=Catholic teach that the Trinity is God in three persons in each. The three persons are God the Father, Christ the Son and the Holy spirit. They believe the each person is equal and one cannot dominate over each other. The Nicene creed teaches that Jesus is co-substantial with the Father which backs up the idea that they are all equal.

Examining the same. The Nicene creed also teaches that Jesus is homovision which supports the idea Jesus is the same substance as God.

Examiner comment:
The candidate gains 5 marks
The candidate gives two developed reasons and refers to a source of wisdom

Candidate B:

(c) Explain two Catholic teachings about the Trinity.

In your answer you must refer to a source of wisdom and authority.

In the Nicene creed it shows that the trinity is important because it gives

Examiner comment:
The candidate gains 0 marks as the source of wisdom cannot be credited without a reason.
### Mark Scheme for Area of Study 1: Option 1A: Catholic Christianity question 1(c)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (c)</td>
<td>AO1 5 marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Award one mark for providing a reason. Award a second mark for development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The trinity allows people to see the oneness of God (1) which can help affect and deepen their relationship with God (1) as shown in the Nicene creed ‘I believe in one God’ (1)</td>
<td></td>
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<tr>
<td></td>
<td>- The significance of each person of the Trinity (1) and how each of these help us to understand God’s presence on earth (1) as shown in Matthew 3:13 at the baptism of Jesus where the three persons are described (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The Trinity shows God as the Father who brought them into existence (1) they know that they can relate to God as a parent, therefore they know that they can turn to God as they would to a human Father when they are in need (1) Jesus taught his disciples to pray the Our Father.</td>
<td></td>
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</tbody>
</table>

Accept any other valid responses

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### 4. Specification A – Area of Study 1 – Study of Religion

**Option 1A: Catholic Christianity – Question 2(c)**

**Candidate A:**

(c) Explain **two** reasons why Catholics work for peace.

In your answer you must refer to a source of wisdom and authority.

Catholics work for peace as Jesus is referred to as 'prince of peace' he came to save so we should follow his example and follow this as told in the Beatitudes: blessed are the peace makers.

So we know if we help we are serving him.
Secondly we are told in Matthew that should help others. “When you did to the least of my brothers,” so that we need to work for peace as God will judge us on how we treat others.

Examiner comment:
The candidate gains 5 marks

The candidate gives two developed reasons and refers to a source of wisdom.
The second reason given states the development of the reason first. This is the reverse of the usual written answer but is still credited.

Mark Scheme for Area of Study 1: Option 1A: Catholic Christianity question 2(c)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (c)</td>
<td>AO1 5 marks</td>
<td>• Repeated reason/development&lt;br&gt;• Reject development that does not relate both to the reason given and to the question</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Award one mark for providing a reason. Award a second mark for development of the reason/belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peacemaking is an integral part of Catholic Social Teaching (1) people need to act in conscience when demands are made of them that challenge the Gospel of peace (1) this is emphasised in Evangelii Gaudium where “Progress in building a people in peace, justice and fraternity depends on four principles related to constant tensions present in every social reality” (221) (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Many Popes have written encyclicals on peace (1) highlighting that pursuit of peace lies at the heart of Catholic life (1) and so encouraging Catholics to overcome indifference and win peace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The desire for peace corresponds to the duty and right to develop just communities (1) which is part of God’s plan for mankind as man is made for the peace which is God’s gift (1) and the Church proclaims “the Gospel of peace” (1)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Accept any other valid response</td>
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</tbody>
</table>
Part (d) questions

- Part (d) questions are designed to assess AO2 and require candidates to analyse and evaluate aspects of religion and belief, including their significance and influence.

1. Applying the levels based mark scheme for part (d) questions

**Level 1:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| Level 1 | 1-3 | - Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.  
- Judgements are supported by generic arguments to produce a conclusion that is not fully justified. |

**Explanation:**

- The issue is identified (e.g. the point of contention that can provide arguments for and against)
- There is a limited range of knowledge needed to answer the question (e.g. possible a reason for either for or against/ or briefly both)
- There is an isolated evidence of an understanding of a religious response (e.g. Christians think...)

**Level 2:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| Level 2 | 4-6 | - Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.  
- Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified. |

**Explanation:**

- There is a limited range of knowledge needed to answer the question and they are connected to each other in a basic way (e.g. a brief for and against).  
- There is a limited amount of evidence of an understanding of a religious response (e.g. Christians think.../would dis/agree).  
- The candidate gives a personal response to the question – linked to the for or against and is briefly justified.
Level 3:

<table>
<thead>
<tr>
<th>Level 3</th>
<th>7–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</td>
<td></td>
</tr>
<tr>
<td>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:**
- There is a clear understanding of arguments for and against the statement. Each is explained logically and supported by accurate religious reasoning. (e.g. Catholics would argue... because.... However other Christians would disagree and argue .... Because...). This happens for both sides more than once.
- There is evidence that the candidate has judged and commented on one or more of the arguments given and having a limited or superficial conclusion to which argument is of most value.
- Candidates must consider the arguments for and against to progress to level 3.

Level 4:

<table>
<thead>
<tr>
<th>Level 4</th>
<th>10–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</td>
<td></td>
</tr>
<tr>
<td>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:**
- There is a clear understanding of arguments for and against the statement. Each is explained logically and supported by accurate religious reasoning. The candidate ‘deconstructs’ the religious arguments commenting on their value in relation to the statement. (giving reasoned judgements).
- There are arguments for each side and the discussion is sustained around the issue and provides accurate information throughout.
- There is evidence that the candidate has judged and commented on the arguments given (deconstructing) and gives a conclusion to which argument is of most value with supporting reasons.
- To achieve a mark in level 4, candidates must consider the full range of the elements in the question.
2. Full Mark Scheme

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| Level 1 | 1–3  | • Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.  
  • Judgements are supported by generic arguments to produce a conclusion that is not fully justified. |
| Level 2 | 4–6  | • Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.  
  • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified. |
| Level 3 | 7–9  | • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.  
  • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion. |
| Level 4 | 10–12 | • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.  
  • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion. |

**SPaG (where indicated in the question)**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Descriptors</th>
</tr>
</thead>
</table>
| 0 marks awarded | • The candidate writes nothing.  
  • The candidate’s response does not relate to the question.  
  • The candidate’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold performance | • Candidates spell and punctuate with reasonable accuracy.  
  • Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  
  • Candidates use a limited range of specialist terms as appropriate. |
| Intermediate performance | • Candidates spell and punctuate with considerable accuracy.  
  • Candidates use rules of grammar with general control of meaning overall.  
  • Candidates use a good range of specialist terms as appropriate. |
| High performance | • Candidates spell and punctuate with consistent accuracy.  
  • Candidates use rules of grammar with effective control of meaning overall.  
  • Candidates use a wide range of specialist terms as appropriate. |
3. Specification B – Area of Study 1 – Ethics and Religion
Option 1C – Islam – Question 1(d)

Candidate A:

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) “The Qur’an is the only book a Muslim needs”

Evaluate this statement, considering arguments for and against. In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

Many of the Islamic people do believe the only book they need is the Qur’an. The Qur’an is the Holy book for Muslims. They believe that it was from Allah and was given for them to learn the true teachings and examples to live a good life, such as marriage.

But, many Muslims also believe that it is not the only book they need. They believe that other books are important and believe that other things such as the 5 pillars of Islam teach how to become a good Muslim.

Overall, the statement is widely disagreed upon. This is because they believe educational books are more important and other religious teachings are, such as saum, saka and more. Although the Qur’an is important, it’s not the only one they read.

Examiner comment:
The candidate gains a level 2 – 4 marks
The candidate gains 3 marks for SPaG

The candidate demonstrates a limited range of religious beliefs. The first paragraph correctly discusses the role of the Qur’an and develops idea about religion and belief. The second and third paragraphs show an attempt to appraise the evidence by mentioning other books but this is superficial and incorrect in places.
**Candidate B:**

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) “The Qur'an is the only book a Muslim needs.”*

Evaluate this statement, considering arguments for and against. In your response you should:
- refer to Muslim teachings
- reach a justified conclusion.

Some Muslims may think that the Qur'an is the only book a Muslim needs because it tells you how to please Allah. For many, this is the only reason we are here on Earth and to thank Allah for creating them. They follow his commands written down in the Qur'an. In the Qur'an it tells of judgement day and so to prepare for that Muslims follow the teaching.

However, some Muslims may disagree and say that people, especially children, should have the opportunity to explore down more religious pathways. For example, if a child is having doubts about his religion and wants to explore research, another say, Christianity, why should they not be able to have access to that a Bible. Therefore, people need other books to take in new ideas and make their own opinion.

Overall, I think that even though the Qur'an is vital to a Muslim as it holds many important teachings such as the four pillars, it is not the only book a Muslim needs.

**Examiner comment:**

The candidate gains level 3 – 9 marks

The candidate gains 3 marks for SPaG

In the first paragraph, the candidate demonstrates a logical and coherent chain of reasoning. They give a reason which is then critically deconstructed and refers to Qur’anic teachings.
The candidate also gives a reasoned and coherent judgement with the statement 'In the Qur'an it tells of judgement day and so to prepare for that Muslims follow the teachings'.

The inclusion of the second paragraph allows the candidate to access marks in level 3 as they include another side of the argument. However, the whole answer is not sustained and accurate throughout which are the requirements for a level 4 response.

The judgements made are supported by the appraisal of evidence, some of which is superficial (for example 'holds many important teachings') leading to a justified conclusion.

Indicative content Area of Study 1 –Option 1C – Islam – Question 1(d)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (d)</td>
<td>AO2 12 marks, SPaG 3 marks</td>
<td></td>
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</tbody>
</table>

Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.

AO2

Arguments for the statement

- The Qur'an is the most truthful word as it is the exact words of Allah and the only divine book to remain unchanged, therefore a Muslim has confidence in it as an authentic guide.
- The Qur'an contains Allah's message to all people, allowing people to have a personal relationship with Allah, allowing them to receive blessings and pointing the way to paradise.
- The Qur'an shows Muslims the way to live, it tells people how to act correctly in order to follow the straight path thus bringing happiness in this life and the hereafter.

Arguments against the statement

- Other holy books, such as the Tawrat, are also divine even if they have been changed over the years, therefore they are still significant for Muslims because they still contain Allah's commands (Surah 5:43)
- There are issues which the Qur'an does not refer to as it was written so many years ago, and many of today’s problems and issues were not around then, such as cybercrime, so other sources of guidance are needed.
- The Qur'an is not always straightforward in its commands and does not deal with many social issues therefore the hadith and other writings are necessary for decision making or Muslims would all be making different decision.

Accept any other valid responses 15
4. Specification B – Area of Study 1 – Ethics and Religion
Option 1C – Islam – Question 2(d)

Candidate A:

(d) “Family life is the cornerstone of faith.”

Evaluate this statement considering arguments for and against. In your response you should:
• refer to Muslim teachings
• reach a justified conclusion.

Muslims may agree to this because they believe family is important cornerstone of Islam. They believed this because the production of children brings another member to the faith. Expanding their beliefs and community all around. We know this from the Prophet Muhammad’s teachings on how to live a good life and get closer to Allah.

Although some people disagree with this statement. Although family is important the importance of family is essential, other things surpass it. Such as the pillars of Islam. Which are rules that hold up Islam, they are the core things a Muslim should do.

Examiner comment:
The candidate gains level 2 – 6 marks
This candidate considers arguments for and against the statement. It does not, however, have a conclusion. There are superficial connections and a limited understanding of religion and belief is shown.

To move up to a level 3, this candidate needs to provide coherent and logical chains of reasoning and needs more precision to demonstrate an accurate understanding of religion and belief.
Candidate B:

(d) “Family life is the cornerstone of faith.”

Evaluate this statement considering arguments for and against. In your response you should:
- refer to Muslim teachings
- reach a justified conclusion.

Some may agree with this statement because in Islam, Allah teaches that children are important for carrying on the religion and for upholding Muslim values. Without family life, where would the religion even exist today? Parents are told to teach their children how to be good Muslims and to take them to mosque, and children are expected to, in return, care for their parents in later life and to be a good Muslim to get to Heaven.

However, some may say that family life is not the cornerstone of faith and that belief in your God is. Muslims believe that Allah is too mighty to describe the and that we should be eternally thankful for him putting up on this Earth. They also believe that the Qur'an is the word of God and so without the Qur'an teaching Muslims to have a good family life, would anyone actually follow the teachings?

Therefore, some may disagree with the statement because any teaching or following in the Qur'an was created by Allah.

Overall, I think that family life is a very important aspect of religion, however not the most important as without faith itself you would not have teachings to be taught.
Examiner comment:

The candidate gains level 4 – 12 marks

The candidate critically deconstructs the religious information, underpinned by an accurate and thorough understanding of religion and belief. The chain of reasoning in the first paragraph starts with 'children are important for carrying on the religion' which is then linked to 'upholding Muslim values' and examples of parents 'teach their children how to be good Muslims' are linked to the consequence of 'get to heaven'.

The second paragraph contains a similar coherent and logical chain of reasoning that now considers a different viewpoint.

The conclusion is fully justified as it is underpinned by the information provided in the previous paragraphs and revisited here. The candidate indicates comments on the validity of the stimulus in the question.

Indicative content Area of Study 1 – Option 1C – Islam – Question 2 (d)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (d)</td>
<td>AO2 12 marks</td>
<td></td>
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</tbody>
</table>

Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.

**AO2**

**Arguments for the statement**

- The traditional family unit is at the heart of Islam – Muhammad said that it is the cornerstone of the faith, the building block of all belief, essential for the ummah and therefore society.
- The rules about family life are clear in the Qur’an, with roles clearly laid out for both parents and children for example Muslims must treat their parents well (Surah 46:15) showing its importance at the centre of the religion.
- A stable family offers society peace and stability and this is greatly valued and is seen as essential for both spiritual growth, which will be rewarded in akhirah, and will strengthen the ummah.

**Arguments against the statement**

- Although family life in Islam is very traditional, divorce and single parent families are becoming more common in the west and therefore Islam (which has always allowed divorce) is adapting to these new models of families.
- Financial restraints in the UK means that many people are now living in extended families, with grandparents and adult children therefore family life has changed from single units to more extended families.
- Many people come to faith through conversion later in life rather than growing up in a religious family and often these people are more devout as they have
chosen their religion. Likewise, some people who have grown up in the faith have left as they got older. Therefore, it is not only family which is important.

- Accept any other valid responses
5. Specification B – Area of Study 2 – Religion, Peace and Conflict
Option 2B – Christianity – Question 1(d)

In this question, 3 of the marks awarded will be for your spelling, punctuation
and grammar and your use of specialist terminology.

*(d) “God created the universe in six days.”*

Evaluate this statement considering arguments for and against. In your response
you should:
1. refer to Christian teachings
2. refer to different Christian points of view
3. reach a justified conclusion.

Some people will disagree with this statement because the wording some people believe the world was created by the big bang and would have took millions of years to become a place we live in.

Some people believe we will disagree with this statement because some people the bible says God created Adam and Eve on the 6th day. In my opinion I disagree with this statement because science can prove we have evolved over millions of years.

Examiner comment:
The candidate gains level 2 – 4 marks
The candidate gains 2 marks for SPaG

The first paragraph discusses a point of disagreement with the statement. The candidate continues from the statement to say ‘some people’ and then gives a reason that can be viewed as Christian.

Both judgements are based on a limited understanding of religion and belief.

The conclusion is not justified and is a repetition of the first point.
Candidate B:

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) “God created the universe in six days.”

Evaluate this statement considering arguments for and against. In your response you should:
- refer to Christian teachings (e.g. some do, some say big bang)
- refer to different Christian points of view
- reach a justified conclusion.

Some Christians believe that God created the universe in six days. By this, Christians could believe this because they know that... God is omnipotent.

Some Christians believe in the big bang. Christians believe this, they are not believing the Bible which is the book they follow...

Examiner comment:
The candidate gains level 1 – 2 marks
The candidate gains 3 marks for SPaG as all words are spelt correctly with specialist terms used appropriately.

The candidate presents a limited for and against argument, underpinned by isolated elements of understanding of religion and belief.

Indicative content Area of Study 2 – Option 2B – Christianity – Question 1 (d)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (d)</td>
<td>AO2 12 marks SPaG 3 marks</td>
<td></td>
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</tbody>
</table>

Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.

**AO2 Arguments for the statement**
- The scriptural order of creation is mirrored by the evolutionary evidence. Therefore if one day is regarded
as a geological time period the evidence supports belief in a six day creation, with life beginning at its most simple and becoming more complex.

- Christians may believe the Bible is the infallible Word of God. As a result, they believe evidence to the contrary is a trick of the devil, for example, fossils were placed in rocks to cause people to doubt god and the story of creation.
- God is omnipotent, he is capable of creating the world in six days, we do not need to make God’s actions for the scientific model.

**Arguments against the statement**

- Christians may believe the Biblical account cannot be taken literally; it is an analogy written to show the importance of God in creation. It was limited by the writers existing understanding.
- Christians may believe God is the cause of the world but it is of no significance how the detail was created, God may have set the process in motion and left the world to develop due to the laws of science he established.
- There is proof of evolution in the fossil record, there is evidence of transition species that provide a bridge between different groups of animals, the biblical account is therefore a summary of God’s creation rather than a history.
- Accept any other valid responses

Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2
6. Specification A – Area of Study 1 – Study of Religion
Option 1A – Catholic Christianity – Question 4(d)

(d) “Paintings help a Catholic understand their relationship to God.”

Examiner comment:
The candidate gains level 3 – 9 marks
The candidate deconstructs religious information and it is underpinned by an accurate understanding of religion and belief. To be considered thorough for level four, the candidate could have given a more in-depth understanding and possibly referenced the painting studied. They should also have demonstrated more connections to the question by linking the information to ‘their relationship with God’.

The conclusion is fully justified as it is underpinned by the information provided in the previous paragraphs and revisited here. The candidate indicates comments on the validity of the stimulus in the question.

Indicative content Area of Study 1 – Option 1A – Catholic Christianity – Question 4 (d)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (d)</td>
<td>AO2 12 marks</td>
<td></td>
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</tbody>
</table>

Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.

**AO2**

**Arguments for the statement**

- Most Catholic churches have Stations of the Cross which give a visible form of the final hours of Jesus’ life; they therefore help Catholics to have a clearer sense of Jesus’ suffering; this makes them more grateful for the sacrifice he made to atone for sins
- Paintings often portray images and stories from the Bible; they help worshippers understand God’s dealings with humanity; and they come to understand more clearly the history of salvation.
- The Catechism of the Catholic Church encourages all sacred art which reflects the glory of God and which draws the worshipper to adorations and prayer.

**Arguments against the statement**

- In most religious images God is depicted as male; this can reinforce gender stereotypes in religion; some Christian women could find that undermines their commitment to the Gospel
- Many paintings represent an image of God; some Christians believe that to represent God is to lessen his greatness; a Christian sense of awe before God could be lessened as a consequence.
- Some of the images represented in paintings may seem traditional and alien to modern society; some people may struggle to connect with the concept of God portrayed; they may therefore confuse a person’s faith rather than enhance it.
- Accept any other valid responses

Candidates who do not consider different viewpoints within the religious tradition (as instructed in the question) cannot achieve marks beyond Level 2