

# INTERNATIONAL GCSE

## Religious Studies (9-1)

### SAMPLE ASSESSMENT MATERIALS

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Pearson Edexcel International GCSE (9-1) in Religious Studies (4RS1)

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For first teaching September 2017

First examination June 2019

Issue 3



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## Summary of Pearson Edexcel International GCSE in Religious Studies sample assessment materials Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
<p>There are four sections in <i>Paper 1: Beliefs and Values</i>. For each section, candidates have to answer one question from a choice of two.</p> <p>Candidates used to indicate which question they would be answering at the beginning of each section. The instruction to indicate which question they will be answering now appears just before the actual question. For example, in Question 1, there is an instruction that says 'If you answer Question 1, put a cross in the box [X]'.</p>	6, 7, 11, 15, 16, 20, 24, 25, 29, 33, 34, 38
<p>In <i>Paper 1: Beliefs and Values</i>, all part (c) questions now have one page of answer lines and all part (d) questions have two pages of answer lines.</p>	8-10, 12-14, 17-19, 21-23, 26-28, 30-32, 35-37, 39-41
<p>The word 'Part' has been removed from throughout <i>Paper 2: The Religious Community</i>.</p>	73, 74, 81, 87, 93, 99, 105
<p>In <i>Paper 2: The Religious Community</i>, the bullet point 'Try to answer every question.' has been removed from the cover page.</p>	73
<p>In <i>Paper 2: The Religious Community</i>, the instructions asking the candidate to select the religion they will be answering about has been removed from the introductory page. Instead, an instruction has been added for each religion. For example, in the Buddhism questions, there is an instruction that says 'If you answer Religion A: Buddhism, put a cross in the box [X]'.</p>	73, 74, 81, 87, 93, 99, 105

Earlier issues show previous changes.

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](http://qualifications.pearson.com/en/support/contact-us.html).



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# Introduction

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The Pearson Edexcel International GCSE in Religious Studies is part of a suite of International GCSE 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 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.



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel  
International GCSE (9–1)**

# Religious Studies

## Paper 1: Beliefs and Values

Sample assessment material for first teaching  
September 2017

**Time: 1 hour 45 minutes**

Paper Reference

**4RS1/01**

**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.
- Answer **ONE** question from each of the **four** sections.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 100.
- 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**

**SECTION 1: The Universe, Creation and the Place of Human Beings**

**Write your answers in the spaces provided.**

**Answer either Question 1 or Question 2 for your chosen religion.**

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

You should aim to spend no more than 20 minutes on this section.

If you answer Question 1, put a cross in the box  .

1 (a) Identify **three** examples of moral evil.

(3)

1 .....

.....

2 .....

.....

3 .....

.....

(b) Outline **two** characteristics of God.

(4)

1 .....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

(c) Explain why some people believe the world appears to be designed.

(6)

A large rectangular area containing numerous horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 1 = 25 marks)**

If you answer Question 2, put a cross in the box  .

Only answer this question if you have not answered question 1.

2 (a) Identify **three** beliefs about the origins of the universe.

(3)

1 .....

.....

2 .....

.....

3 .....

.....

(b) Choose **one** religion. Outline **two** teachings about greed in this religion.

(4)

1 .....

.....

.....

.....

2 .....

.....

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.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain religious beliefs about free will.

(6)

A large rectangular area containing horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) God caused the world to exist.

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

(12)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 2 = 25 marks)**

## SECTION 2: Life and Death

Write your answers in the spaces provided.

Answer either Question 3 or Question 4 for your chosen religion.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

You should aim to spend no more than 20 minutes on this section.

If you answer Question 3, put a cross in the box  .

3 (a) Identify **three** types of family.

(3)

1 .....

2 .....

3 .....

(b) Outline **two** attitudes to the roles of men and women in the family.

(4)

1 .....

2 .....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Choose **one** religion. Explain why there are different attitudes to homosexuality in this religion.

(6)

Area with horizontal dotted lines for writing the answer.

(d) A society that really cared about the terminally ill would allow euthanasia.

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 3 = 25 marks)**

If you answer Question 4, put a cross in the box  .

Only answer this question if you have not answered question 3.

4 (a) Identify **three** types of fertility treatment.

(3)

1 .....

.....

2 .....

.....

3 .....

.....

(b) Choose **one** religion. Outline **two** teachings about the sanctity of life in this religion.

(4)

1 .....

.....

.....

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.....

.....

2 .....

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.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain why some non-religious people believe in life after death.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing.

(d) Abortion should be banned everywhere.

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 4 = 25 marks)**

**SECTION 3: Peace and Conflict**

**Write your answers in the spaces provided.**

**Answer either Question 5 or Question 6 for your chosen religion.**

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

You should aim to spend no more than 20 minutes on this section.

If you answer Question 5, put a cross in the box  .

5 (a) Identify **three** types of punishment.

(3)

1 .....

2 .....

3 .....

(b) Outline **two** roles of the United Nations in keeping the peace.

(4)

1 .....

2 .....

(c) Explain differing reasons why conflict occurs.

(6)

A large rectangular area containing numerous horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) All criminals should be sent to prison.

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

(12)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area consisting of 25 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 5 = 25 marks)**

If you answer Question 6, put a cross in the box  .

Only answer this question if you have not answered question 5.

6 (a) Identify **three** areas of conflict in the world today. (3)

1 .....

2 .....

3 .....

(b) Choose **one** religion. Outline **two** reasons why this religion is against bullying. (4)

1 .....

2 .....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain why some people support capital punishment.

(6)

A large rectangular area containing numerous horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) There is no such thing as a Just War.

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

(12)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 6 = 25 marks)**

**SECTION 4: Rights, Equality and Social Justice**

**Write your answers in the spaces provided.**

**Answer either Question 7 or Question 8 from your chosen religion.**

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

You should aim to spend no more than 20 minutes on this section.

If you answer Question 7, put a cross in the box  .

7 (a) Identify **three** basic human rights.

(3)

1 .....

2 .....

3 .....

(b) Outline **two** ways people with disabilities are supported in society.

(4)

1 .....

2 .....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Choose **one** religion. Explain why racial harmony is supported in this religion.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

(d) All religious people should be pluralist.

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 7 = 25 marks)**

If you answer Question 8, put a cross in the box ☒ .

Only answer this question if you have not answered question 7.

8 (a) Identify **three** forms of discrimination.

(3)

1 .....

.....

2 .....

.....

3 .....

.....

(b) Choose **one** religion. Outline **two** ways equality is shown in this religion.

(4)

1 .....

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2 .....

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(d) Human rights should be the same wherever you live.

Evaluate this statement, showing you have considered different points of view. In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 8 = 25 marks)**

**TOTAL FOR PAPER = 100 MARKS**



## Paper 1: Beliefs and Values

### 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

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- 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.

## Mark Scheme

Question number	Answer	Reject	Mark
<b>1(a)</b>	Award 1 mark for each point identified up to a maximum of 3: <ul style="list-style-type: none"> <li>• murder (1)</li> <li>• rape (1)</li> <li>• bigotry (1)</li> <li>• burglary (1)</li> <li>• stalking (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Examples of natural evil.</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• God is omnipotent (1), he has the power to create the world (1).</li> <li>• God is omniscient (1), he knows people's intentions (1).</li> <li>• God is omnibenevolent (1), which means he forgives people even when they sin (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and to the question.</li> </ul>	<b>(4)</b>

Question number	Indicative content
<b>1(c)</b>	Students will develop responses using ideas/reasoning/arguments such as: <ul style="list-style-type: none"> <li>• evolution could not have happened by accident as it is far too detailed, e.g. the food chain</li> <li>• the human body is clearly designed, e.g. the human eye is far too complex for it not to have been</li> <li>• human beings appreciate beauty; there is no evolutionary reason for this and therefore they must be designed</li> <li>• Paley's Watch shows how the world is clearly designed by using the analogy of a pocket watch.</li> </ul> Accept any other valid responses. <b>(6 marks)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1).</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1).</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

Question number	Indicative content
<b>1(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students 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 listed below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>if God is all powerful, he has the power to do anything and therefore humans are not making choices</li> <li>free will allows people to choose between right and wrong, otherwise humans would be no more than puppets</li> <li>human beings not only have the ability to choose what to do, they also have the responsibility to choose wisely</li> <li>free will is what makes humans different from each other</li> <li>it is how we use free will that will decide what happens after death</li> <li>there is no real free will; God has a plan for each person, he knows their past and their future and is in control of everything.</li> </ul> <p>Accept any other valid responses. <b>(12 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained, accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>2(a)</b>	Award 1 mark for each point identified up to a maximum of 3: <ul style="list-style-type: none"> <li>• the universe was created by God (1)</li> <li>• the universe was created in seven days (1)</li> <li>• the universe was created by the Big Bang (1)</li> <li>• the universe was designed (1)</li> <li>• human beings cannot know how the universe was made (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Reasons why these beliefs are held.</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b> <b>Buddhism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Greed is not a good thing for Buddhists (1); it is one of the Three Poisons that lead to evil (1).</li> <li>• Greed binds humans to suffering (1), and the main aim of Buddhism is to remove suffering (1).</li> <li>• Greed should be avoided (1) as it is one of the Five Hindrances to enlightenment (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>2(b)</b> <b>Christianity</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Saint Paul said that the love of money is the root of evil (1), which means greed is wrong rather than wealth (1).</li> <li>• Jesus said you cannot serve both God and money (1) to show that God should be more important (1).</li> <li>• Christians teach not to trust wealth (1) but to trust God and he will provide (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/development. Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>2(b)</b> <b>Hinduism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Hindu dharma encourages Hindus to work hard and earn money (1) to support their families (1).</li> <li>• It is opposed to one of the four goals in life (1), Hindus should gain wealth by honest and lawful means (1).</li> <li>• Hindus should help the less fortunate (1), as this will gain positive karma (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>2(b)</b> <b>Islam</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Greed is selfish (1) and those who are greedy will be punished (1).</li> <li>• Greed leads to shirk (1) as it places money above Allah (1).</li> <li>• Greed is caused by Shaitan (1) and is the enemy of the soul (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b> <b>Judaism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>The Almighty is the provider for all needs (1) therefore greed is an unnecessary emotion (1).</li> <li>Greed comes from a lack of trust in the Almighty (1) as people use it as an excuse not to share (1).</li> <li>Jews have the obligation to give to charity (1) and as suggested by Malachi in his teaching on tithing (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>2(b)</b> <b>Sikhism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>Greed is one of the Five Thieves (1) that steals a person's common sense (1).</li> <li>A Sikh tries to subdue their greed (1) because it leads them away from goodness (1).</li> <li>A Sikh aim is to live a life of devotion to Waheguru (1) and this cannot happen if their mind is full of negative thoughts (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Indicative content
<b>2(c)</b>	Students will develop responses using ideas/reasoning/arguments such as: <ul style="list-style-type: none"> <li>human beings feel as though they have free will and that it allows us to make decisions</li> <li>God has given humans the opportunity to choose between good and bad</li> <li>according to the Bible, every choice to repent is evidence of free will</li> <li>the Holy Spirit guides people through life if people listen.</li> </ul> Accept any other valid responses from any religion. <b>(6 marks)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1).</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1).</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>2(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students 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 listed below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• everything in life has a cause; therefore, the world must have had a cause, someone or something which made it happen</li> <li>• if the universe had a beginning, then something must have caused it as it could not have happened by accident</li> <li>• it must have been caused by something which did not need to be caused itself</li> <li>• God is eternal – he has no beginning and no end – he is outside time; therefore, he must have caused the world to exist</li> <li>• if everything has to have a cause, then God would have to have a cause</li> <li>• scientific explanations for how the world began do not need God to explain it.</li> </ul> <p>Accept any other alternative valid responses. <b>(12 marks)</b></p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>

Level	Mark	Descriptor
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	Award 1 mark for each point identified up to a maximum of 3: <ul style="list-style-type: none"> <li>• nuclear family (1)</li> <li>• extended family (1)</li> <li>• a family where both parents are the same gender (1)</li> <li>• reconstituted family (1)</li> <li>• single-parent family (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• A named family, e.g. the Simpsons.</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Many families are still quite traditional (1) where the father goes to work and the mother brings up the children (1).</li> <li>• Some families are more modern (1) and both parents work to support the family (1).</li> <li>• In some families the woman is the main wage earner (1) and the man stays at home to do the childcare (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and to the question.</li> </ul>	<b>(4)</b>

Question number	Indicative content
<p><b>3(c)</b></p> <p><b>Buddhism</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• there are no central Buddhist teachings about homosexuality so it varies between traditions and teachers</li> <li>• in early Buddhism there are writings about sexual misconduct but this is not seen as a reference to homosexuality</li> <li>• Buddhism teaches that any sexual attraction is a hindrance to enlightenment and is an inferior pleasure</li> <li>• most Buddhists are not seeking enlightenment, they are pursuing a happy and fulfilling life, leading to a happy rebirth, and therefore sexual pleasure of any consensual sort is considered normal in a non-harmful way</li> <li>• homosexuality is seen as a part of one's current life and therefore unchangeable.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>
<p><b>3(c)</b></p> <p><b>Christianity</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• some Christians do not accept homosexuality as Leviticus says that a man must not have sexual relations with another man</li> <li>• some Christians use the teachings of St Paul, which say that it is shameful</li> <li>• some Christians accept homosexuality as Jesus did not condemn it</li> <li>• some Christians accept it as Jesus' message was that love is the most important commandment</li> <li>• some Christians accept that people are flawed and it is up to God to judge, not man.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>
<p><b>3(c)</b></p> <p><b>Hinduism</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• in Hindu literature there is reference to a Third Gender, which seems to cover anybody who is not traditionally heterosexual, such as homosexuals, transvestites, transgender and other differences</li> <li>• homosexuality is condemned by some law books and the Kama Sutra is not positive towards it</li> <li>• there is no single religious ruling or any conclusion by one group which would be acceptable to all</li> <li>• the Householder stage requires a traditional marriage and children</li> <li>• Hinduism is as much a way of life as it is a religion and as such many Hindus are very modern in their outlook and accept homosexuality as it is accepted in society.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>

Question number	Indicative content
<p><b>3(c)</b></p> <p><b>Islam</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Allah forbids homosexuality and his word should not be questioned</li> <li>• homosexuality goes against the natural order which Allah has created for men and women to be together and procreate</li> <li>• homosexuality causes the break-up of the family, which is the centre of the faith</li> <li>• Allah created each person individually and therefore he created some people to be homosexual</li> <li>• only Allah has the right to judge and he will do this on Judgment Day. Until then, each person must keep their own conscience.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>
<p><b>3(c)</b></p> <p><b>Judaism</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• the book of Leviticus talks of homosexuals as being abhorred and detested by the Almighty</li> <li>• homosexuality was punishable by death under ancient Jewish law</li> <li>• most orthodox Jews do not accept homosexual activity, seeing it in the same way as incest and adultery</li> <li>• most liberal Jews accept the laws of the land and see that people have different types of love, which may be expressed in different ways</li> <li>• recently there is a distinction made between the person and the activity; a homosexual may be accepted as long as they do not act on their urges.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>
<p><b>3(c)</b></p> <p><b>Sikhism</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• there are no specific Sikh teachings about homosexuality; the Guru Granth Sahib does not mention any sort of sexuality</li> <li>• the main aim of any Sikh is to have no hatred towards any person, so to dislike homosexuality would cause a problem</li> <li>• the Sikh authority in India has condemned homosexuality and banned same-sex marriage</li> <li>• it is seen as a generational divide – many younger Sikhs accept homosexuality as normal whereas the older generation do not</li> <li>• the Rehat Maryada stresses the importance of family life and homosexuals cannot reproduce.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1).</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1).</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

Question number	Indicative content
<b>3(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students 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 listed below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>high-profile cases show that sometimes terminally ill people desperately want to end their suffering</li> <li>as people live longer, there are more people who are being kept alive when their health is poor and this can be seen as lacking compassion</li> <li>human beings have rights to make all other decisions about their own bodies, so why is this different</li> <li>the hospice movement means that there is no reason for anyone to live in pain so there is no need for euthanasia</li> <li>the sanctity of life says that God gave life and only he can take it away.</li> </ul> <p>Accept any other valid responses. <b>(12 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between, many but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>4(a)</b>	Award 1 mark for each point identified up to a maximum of 3: <ul style="list-style-type: none"> <li>• in vitro fertilisation (1)</li> <li>• surrogacy (1)</li> <li>• artificial insemination by donor (1)</li> <li>• embryo donation (1)</li> <li>• egg donation (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Reasons why people would use them.</li> </ul>	<b>(3)</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>4(b)</b> <b>Buddhism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• All Buddhists have a Buddha nature (1), which means they have the ability to become enlightened (1).</li> <li>• All life is sacred (1) and should be treated with respect (1).</li> <li>• It is against the first precept to harm any living thing (1) which is the basis for the practice of ahimsa (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>4(b)</b> <b>Christianity</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• God gives life (1) and only God can take it away (1).</li> <li>• God breathed life into Adam (1), which means that humans share in the divine life (1).</li> <li>• God plans each individual life (1) and knows each person completely (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>4(b)</b> <b>Hinduism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• All life is sacred (1) and should be treated with respect (1).</li> <li>• All living things are part of Brahman (1) and therefore to hurt another is to hurt Brahman (1).</li> <li>• Hurting others would affect karma (1), which in turn would lead to a poorer afterlife (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>4(b)</b> <b>Islam</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Allah gives life (1) and only Allah can take it away (1).</li> <li>• Life is of infinite value (1) and therefore taking a life is regarded extremely seriously (1).</li> <li>• Allah plans each individual life (1) and knows each person completely (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>4(b)</b> <b>Judaism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>The Almighty gives life (1) and only he can take it away (1).</li> <li>The Almighty breathed life into Adam (1), which means that humans share in the divine life (1).</li> <li>The Almighty plans each individual life (1) and knows each person completely (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>4(b)</b> <b>Sikhism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>Sikhs have a great respect for life (1) as it is a gift from Waheguru (1).</li> <li>They are against taking life for any reason (1) as birth and death should be left in the hands of Waheguru (1).</li> <li>All life is sacred (1) and should be treated with respect (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Indicative content
<b>4(c)</b>	Students will develop responses using ideas/reasoning/arguments such as: <ul style="list-style-type: none"> <li>some people have had experiences with the supernatural that makes them believe in an afterlife</li> <li>it makes sense of the world; a sense of reward and punishment</li> <li>some people are scared of death and believing that we go to a better place makes this easier</li> <li>it gives a purpose to this life; without it, why are we here?</li> <li>all religions teach about life after death and therefore there must be some truth in it.</li> </ul> Accept any other valid responses. <b>(6 marks)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1).</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1).</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

Question number	Indicative content
4(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students 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 listed below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• abortion is the same as murder, which is banned in all religions</li> <li>• it goes against the sanctity of life, which says only God can take a life</li> <li>• human life should always be protected and abortion does not do this</li> <li>• if people only had sex within marriage, abortion would not be necessary</li> <li>• in cases of medical need, sometimes abortion is necessary to save the mother's life</li> <li>• it can be seen as compassionate if the baby is too poorly to survive and will live a life of pain.</li> </ul> <p>Accept any other valid responses. <b>(12 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>5(a)</b>	Award 1 mark for each point identified up to a maximum of 3: <ul style="list-style-type: none"> <li>• imprisonment (1)</li> <li>• community service (1)</li> <li>• fines (1)</li> <li>• the death penalty (1)</li> <li>• detention (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Types of crime.</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>5(b)</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• It is there to maintain peace (1) by having an international peacekeeping force (1).</li> <li>• It fosters relationships between countries (1), which helps avoid conflict (1).</li> <li>• It helps countries in economic difficulty (1) to look for solutions and to raise the standard of living (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Reject development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Indicative content
<b>5(c)</b>	Students will develop responses using ideas/reasoning/arguments such as: <ul style="list-style-type: none"> <li>• conflict may occur because of economic difficulties where a country or a group of people may feel they have to fight for survival</li> <li>• there may be religious and cultural differences that are incompatible</li> <li>• there could be historical arguments over land</li> <li>• there could be a conflict when one party perceives the human rights of another as being compromised</li> <li>• there may be conflict in a country to get rid of the government</li> <li>• there may be conflicts between friendship groups because of misunderstandings, clash of personalities, etc.</li> </ul> Accept any other valid responses. <b>(6 marks)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1).</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1).</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

Question number	Indicative content
<b>5(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students 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 listed below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>it is protection for the rest of the population, which is important as society needs to feel safe</li> <li>it is a deterrent to the rest of the population; they will be less likely to commit the crime if they know they will be locked up if caught</li> <li>it allows criminals a second chance as they can access education when in prison</li> <li>if someone has taken a life, they do not deserve to be allowed to live theirs freely</li> <li>Jesus taught that people should be forgiven, not seven times but seventy-seven times</li> <li>a lot of crimes are minor; the prisons would be overcrowded if every shoplifter or graffiti artist was locked up.</li> </ul> <p>Accept any other valid responses. <b>(12 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>6(a)</b>	Award 1 mark for each point identified up to a maximum of 3: <ul style="list-style-type: none"> <li>• Israel and Palestine (1)</li> <li>• the war in Syria (1)</li> <li>• the war against terrorism (1)</li> <li>• Iraq (1)</li> <li>• sanctity of life issues, e.g. abortion and euthanasia (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Reasons for conflict.</li> </ul>	<b>(3)</b>

Question number	Answer AO1 – 4 marks	Reject	Mark
<b>6(b)</b>  <b>Buddhism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Bullying is opposed to the principle of ahimsa (1) since bullying causes harm to living things (1).</li> <li>• Metta suggests that all people should be treated with compassion (1) and Buddhists should therefore treat people lovingly (1).</li> <li>• The main purpose of Buddhism is to remove suffering (1) as bullying causes suffering, it is rejected in all its forms (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>6(b)</b>  <b>Christianity</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Bullying is opposed to the teaching of Jesus (1) who said everyone should love their neighbours (1).</li> <li>• Most Christians believe Christianity to be a religion of peace (1) and are therefore opposed to bullying as a form of violence (1).</li> <li>• The parable of the sheep and goats teaches that people will be judged according to their care for others (1) so bullies can expect to be punished (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>6(b)</b>  <b>Hinduism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>• Bullying is opposed to the principle of ahimsa (1) since bullying causes harm to living things (1).</li> <li>• Bhakti yoga suggests that all people should be treated with compassion (1) and Hindus should therefore treat people lovingly (1).</li> <li>• Bullying would cause negative karma (1) therefore to bully would result in a less positive rebirth (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer AO1 – 4 marks	Reject	Mark
<b>6(b)</b> <b>Islam</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>Bullying is opposed to the teaching of Muhammad (1) who said all Muslims are brothers (1).</li> <li>Most Muslims believe Islam to be a religion of peace (1) and are therefore opposed to bullying as a form of violence (1).</li> <li>If all humans are created by Allah, they all deserve respect (1) so bullies can expect to be punished (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>6(b)</b> <b>Judaism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>Bullying is opposed to the teaching of the Torah (1) which says everyone should love their neighbours (1).</li> <li>Most Jews believe Judaism to be a religion of peace (1) and are therefore opposed to bullying as a form of violence (1).</li> <li>If all humans are created by the Almighty, they all deserve respect (1) so bullies can expect to be punished (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>6(b)</b> <b>Sikhism</b>	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> <li>Sikhs believe in the equality of all people (1) they reject bullying since it treats others as inferiors (1).</li> <li>Daya suggests that all people should be treated with compassion (1) and Sikhs should therefore treat people lovingly (1).</li> <li>Bullying would cause negative karma (1) therefore to bully would result in a less positive rebirth (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Indicative content
<b>6(c)</b>	Students will develop responses using ideas/reasoning/arguments such as: <ul style="list-style-type: none"> <li>it is a deterrent as people know that they will be executed if they commit certain crimes</li> <li>the death penalty removes dangerous people completely from society so they cannot reoffend</li> <li>the death penalty is cheaper than keeping people in prison for life</li> <li>it gives the family of the victim a sense of closure, knowing that the perpetrator is no longer alive</li> <li>it is completely fair – if you take a life then you should lose yours.</li> </ul> Accept any other valid responses. <b>(6 marks)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1).</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1).</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

Question number	Indicative content
6(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students 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 listed below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>there is no such thing as a just cause when human life is being taken</li> <li>the Second World War was declared by a lawful authority but that did not make it righteous</li> <li>innocent people will always get caught up in war regardless of whether that is the aim or not</li> <li>the Ten Commandments say do not murder and this cannot be followed in war</li> <li>sometimes war is the only way to end a situation and if it is to bring about a better situation then it is just</li> <li>as long as only legitimate targets are attacked, then the aim is just.</li> </ul> <p>Accept any other valid responses. <b>(12 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>7(a)</b>	Award 1 mark for each point identified up to a maximum of 3: <ul style="list-style-type: none"> <li>• clean water (1)</li> <li>• access to healthcare (1)</li> <li>• free speech (1)</li> <li>• religious freedom (1)</li> <li>• gender equality (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Reasons why human rights are needed.</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
7(b)	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> <li>• There are laws in place to prevent discrimination in the workplace (1) and it is illegal to refuse to employ a disabled person (1).</li> <li>• There are specialist schools and colleges for children who need more specialist access to education (1) such as those that have multi-sensory rooms (1).</li> <li>• New building regulations must take disabled access into consideration (1) so people with wheelchairs are not barred from events (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Reject development that does not relate to both the reason given and the question.</li> </ul>	(4)

Question number	Indicative content
7(c) <b>Buddhism</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• all human beings have the chance to reach enlightenment regardless of faith, colour or race, so thinking that one race is better than another is clearly wrong</li> <li>• the concept of anatta means that there is no fixed, permanent self – outward differences such as race or nationality are therefore impermanent and irrelevant</li> <li>• Buddhists aim to cultivate an attitude of metta (loving kindness) towards all sentient beings – discriminating against someone on the grounds of their race would contradict this</li> <li>• the Fourth Precept says: 'I undertake to abstain from wrong speech.'</li> </ul> <p>Using racist language or insults would break this precept. Accept any other valid responses. <b>(6 marks)</b></p>
7(c) <b>Christianity</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• according to the Bible, God created all humans in his image, which makes racial harmony necessary</li> <li>• the parable of the Good Samaritan tells Christians that everyone is their neighbour, including those of different races</li> <li>• God will judge all according to their deeds, not their race</li> <li>• Jesus treated all people equally, and Christians must follow his example if they want to go to heaven.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>
7(c) <b>Hinduism</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• most Hindus reject the traditional roles of the caste system and believe that we should treat all people equally and with respect</li> <li>• as Brahman is a part of all people, then to not promote racial harmony would be to reject Brahman</li> <li>• as an example, Gandhi believed that all people were the same and that the divine part of all people needed respecting</li> <li>• if a Hindu rejects another person based on race, it will bring bad karma, and this will affect their next life.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>

Question number	Indicative content
<p><b>7(c)</b></p> <p><b>Islam</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• according to the Qur'an, Allah created all people and therefore we are all brothers and sisters</li> <li>• there is a hadith which says that all people are equal, like the teeth of a comb</li> <li>• people will be judged on how they have treated others so they must treat others well</li> <li>• the ummah is made up of people of different races and Allah loves everyone equally</li> <li>• the example of Muhammad who said that no colour was superior to another and who had a black prayer caller at his last sermon</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>
<p><b>7(c)</b></p> <p><b>Judaism</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• according to the Torah, the Almighty created all humans in his image, which makes racial harmony necessary</li> <li>• the Almighty will judge all according to their deeds, not their race</li> <li>• Jews have been the outsiders many times in their history and believe that welcoming others is important</li> <li>• everyone is descended from Adam and Eve so all people should be treated with respect</li> <li>• Judaism teaches peace and the only way to peace is by accepting others.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>
<p><b>7(c)</b></p> <p><b>Sikhism</b></p>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Guru Nanak emphasised that anyone from any race can come to salvation</li> <li>• in every Sikh act of worship, everyone, whatever their race, eats from the same bowl and sits together in the langar, showing that all people are equal</li> <li>• the Guru Granth Sahib teaches that different religions and races should live in harmony</li> <li>• the Gurus all opposed the caste system and treated all groups as equals</li> <li>• Sikhism teaches that because there is only one God, who created the whole of humanity, humanity must also be one.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1).</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1).</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

Question number	Indicative content
7(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students 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 listed below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>for most people, religion is an accident of birth; an omnibenevolent God is not going to turn a good person away because they were born in the wrong place</li> <li>for Christians, Jesus said 'my father's house has many rooms', which many believe means that he accepts all people</li> <li>Jesus did not come to start a new religion but to spread the commandment of love; it would not be very loving to turn people away from heaven</li> <li>some religious people believe that they are right and everyone else is wrong and that the only people who will reach the afterlife will be followers of that religion</li> <li>many religious people believe that they should convert others to save them from a bad afterlife</li> <li>some religious people believe that other religions may have some truth but that their religion has the whole truth and is the only way to be sure.</li> </ul> <p>Accept any other valid responses. <b>(12 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>8(a)</b>	Award 1 mark for each point identified up to a maximum of 3: <ul style="list-style-type: none"> <li>• racial discrimination (1)</li> <li>• religious discrimination (1)</li> <li>• gender discrimination (1)</li> <li>• discrimination against disability (1)</li> <li>• age discrimination (1).</li> </ul> Accept any other alternative valid response.	<ul style="list-style-type: none"> <li>• Reasons for discrimination</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>8(b)</b> <b>Buddhism</b>	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> <li>• Anyone, of any race/gender, can become a Buddhist (1) as all people can be enlightened (1).</li> <li>• In Buddhism, karma is not based on race or gender (1) but on what actions people have performed (1).</li> <li>• Buddhism teaches that people should behave humanely (1) and ensure that men and women are both happy (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>8(b)</b> <b>Christianity</b>	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> <li>• Anyone, of any race/gender, can become a Christian (1) as God created everyone (1).</li> <li>• In the Protestant churches, women can be ordained (1) as men and women are seen as equal (1).</li> <li>• The example of Jesus is that he made followers of all people (1), men and women, rich and poor (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>8(b)</b> <b>Hinduism</b>	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> <li>• In Hinduism, equality can be seen in the attitude to animals (1) as Hindus believe animal life is as sacred as human life (1).</li> <li>• In Hinduism, karma is not based on race or gender (1) but on what actions they have performed (1).</li> <li>• Hindus believe all humans participate in the spiritual realm (1) as all are part of the endless cycle of life (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>8(b)</b> <b>Islam</b>	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> <li>• Anyone, of any race/gender, can become a Muslim (1) as Allah created everyone (1).</li> <li>• Muhammad believed in equality for races (1) and he appointed Bilal as the first muezzin (1).</li> <li>• Men and women are equal before Allah (1) and will be judged on their piety, not their gender (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>8(b)</b> <b>Judaism</b>	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> <li>• Everyone is descended from Adam and Eve (1); therefore, all humans are equal (1).</li> <li>• In liberal Judaism, women are able to become rabbis (1) and lead the services in the synagogue (1).</li> <li>• In Orthodox Judaism, women are equal but different (1) as they are in charge of the home, where most of the religious duties take place (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>
<b>8(b)</b> <b>Sikhism</b>	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> <li>• Anyone, of any race/gender, can become a Sikh (1) as God created everyone (1).</li> <li>• Every gurdwara has a langar (1) where people of any gender, race, or religion can come and share food (1).</li> <li>• Sewa is selfless service to others (1) and Sikhs will all help prepare food, wash up and hand it around (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Indicative content
<b>8(c)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• giving to charity is a central belief in many religions as it helps address inequalities people are born into</li> <li>• for some people, it is a religious obligation for which they will be rewarded in the afterlife</li> <li>• some people believe that charity allows to live a comfortable life without having to work</li> <li>• for some people, inequalities in life are a result of bad choices</li> <li>• for some, charity begins at home.</li> </ul> <p>Accept any other valid responses. <b>(6 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1).</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2).</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1).</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2).</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).</li> </ul>

Question number	Indicative content
8(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students 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 listed below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>all humans are created by God; therefore, all should be given the same opportunities for a good life</li> <li>human rights should not depend on where you are born – all humans are born equal</li> <li>human rights should not change depending on the government or ruling class</li> <li>there are some rights, such as clean water, which should be the right of everyone regardless of where they live as they are life threatening if not available</li> <li>each country has an individual and unique character; what is expected in one is not necessarily the same as in another</li> <li>it is up to each country to make its own decisions on what is acceptable; it should not be a global decision which is the same for everyone.</li> </ul> <p>Accept any other valid responses. <b>(12 marks)</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Write your name here

Surname

Other names

**Pearson Edexcel**  
**International GCSE (9–1)**

Centre Number

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Candidate Number

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# Religious Studies

## Paper 2: The Religious Community

Sample assessment material for first teaching  
September 2017  
**Time: 1 hour 30 minutes**

Paper Reference

**4RS1/02**

**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.
- Answer **all** questions from **either** Religion A Buddhism, Religion B Christianity, Religion C Hinduism, Religion D Islam, Religion E Judaism or Religion F Sikhism.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 60.
- 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**

Answer ALL questions for your chosen religion. Write your answers in the spaces provided.

**Religion A: Buddhism**

**Section 1: Origins and their Impact on the Community**

If you answer Religion A: Buddhism, put a cross in the box  .

- 1 (a) Outline **two** ways in which a Buddhist you have studied has contributed to Buddhism.

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(b) Explain why the early life of the Buddha is important.

(6)

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**Section 2: Celebration and Pilgrimage**

**2** (a) Outline **two** ways in which Buddhists celebrate Nirvana Day. (4)

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(b) Explain why Kapilavastu is important for Buddhists. (6)

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### Section 3: Worship and Practice

3 (a) Outline **two** types of meditation practised by Buddhists.

(4)

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(b) Explain why death rituals are important for Buddhists.

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Answer ALL questions for your chosen religion. Write your answers in the spaces provided.

**Religion B: Christianity**

**Section 1: Origins and their Impact on the Community**

If you answer Religion B: Christianity, put a cross in the box .

1 (a) Outline **two** forms of leadership in the church.

(4)

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(b) Explain how the baptism of Jesus is important for Christians.

(6)

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(c) All Christian church services should include the Eucharist.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

- reference to teachings
- other (divergent) points of view – either within the religion or from other religions
- your opinion/point of view using reasoned arguments
- a balanced conclusion.

(10)

**(Total for Question 3 = 20 marks)**

**TOTAL FOR PART B = 60 MARKS**

Answer ALL questions for your chosen religion. Write your answers in the spaces provided.

**Religion C: Hinduism**

**Section 1: Origins and their Impact on the Community**

If you answer Religion C: Hinduism, put a cross in the box  .

- 1 (a) Outline **two** roles for the pujari in the mandir. (4)

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- (b) Explain why Krishna is a significant figure for Hindus. (6)

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## Section 2: Celebration and Pilgrimage

2 (a) Outline **two** ways of celebrating Navaratri.

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(b) Explain why Diwali is important for many Hindus.

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Answer ALL questions for your chosen religion. Write your answers in the spaces provided.

**Religion D: Islam**

**Section 1: Origins and their Impact on the Community**

If you answer Religion D: Islam, put a cross in the box .

- 1 (a) Outline **two** examples of the role of the Imam in the Shi'ah community. (4)

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- (b) Explain why the Sunnah of the Prophet is important in Islam. (6)

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### Section 3: Worship and Practice

3 (a) Outline **two** features of the marriage ceremony in Islam.

(4)

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(b) Explain why the mosque is important in Islam.

(6)

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Answer ALL questions for your chosen religion. Write your answers in the spaces provided.

Religion E: Judaism

Section 1: Origins and their Impact on the Community

If you answer Religion E: Judaism, put a cross in the box  .

- 1 (a) Outline **two** events in Abraham's life which showed his faith in the Almighty. (4)

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- (b) Explain why the teaching of **one** significant Jewish person is important for Judaism. (6)

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## Section 2: Celebration and Pilgrimage

2 (a) Outline **two** ways of celebrating Pesach.

(4)

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(b) Explain why the Western Wall is important for Jewish people.

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## Section 2: Celebration and Pilgrimage

2 (a) Outline **two** reasons for celebrating gurburbs.

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(b) Explain why Baisakhi is important for Sikhs.

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## Paper 2: The Religious Community

### 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.

## Mark scheme

### Buddhism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>The student may choose any Buddhist who has contributed to Buddhism.</p> <ul style="list-style-type: none"> <li>The Dalai Lama is a Buddhist monk who is the spiritual leader of Tibet (1); an enlightened being who has chosen to serve humanity (1).</li> <li>The Dalai Lama works for peace in the world (1) by holding peace conferences with the leaders of the most powerful countries (1).</li> <li>The Dalai Lama was awarded the Nobel Peace prize (1) for his non-violent struggle for a free Tibet (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Any person who does not identify as Buddhist.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	<p>The student may use a variety of the Buddha's experiences, or only one experience, but they must clearly link and explain why the experience is important.</p> <ul style="list-style-type: none"> <li>The Buddha lived a privileged life which insulated him from suffering, sickness and death, so when he was faced with them, he was shocked and this changed the course of his life.</li> <li>The Buddha met a monk and saw this as a sign that he must abandon his life and become a homeless, holy man, studying with other religious men.</li> <li>The Buddha encountered an Indian ascetic who encouraged him to follow a life of self-denial and discipline.</li> <li>Without the extremes in his life, he would not have reached enlightenment.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms.</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding.</li> <li>Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and its beliefs when responding to the question and in meeting AO2 descriptors listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Tripitaka is the earliest collection of Buddhist teachings and therefore the most authentic.</li> <li>• It is a vast collection of sacred writings accepted by all Buddhists.</li> <li>• They include the rules of conduct as well as the teachings of the Buddha and treatises on those teachings.</li> <li>• Different schools of Buddhism wrote their own canons so the Tripitaka is not the most important for every Buddhist.</li> <li>• The Buddha did not authorise one version in particular.</li> <li>• Each Buddhist must come to their own understanding of Buddhism to reach enlightenment.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It celebrates the Buddha reaching Nirvana on the death of his physical body (1) so Buddhists use the time to think about their own death and the death of loved ones (1).</li> <li>• Passages are read from the Nirvana Sutra (1) describing his last days (1).</li> <li>• Buddhists visit monasteries and temples (1) and spend their time in meditation (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• References to a different festival.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It is said to be the birthplace of Gautama Buddha, without whom there would be no modern-day Buddhism.</li> <li>• There are lots of historical sites such as the monastery at Kudan, where the Buddha stayed.</li> <li>• It is the most sacred place of pilgrimage for Buddhists as it is where the Buddha saw the sights which so affected his teaching.</li> <li>• It is where the Buddha returned after his enlightenment to share his sermons.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Wesak celebrates the birth of the Buddha and is therefore the most important festival.</li> <li>• Most Buddhists also celebrate the Buddha's enlightenment and his death at Wesak, making it a major celebration.</li> <li>• Buddhists may celebrate by the Bathing the Buddha ceremony, which purifies their minds from greed and ignorance.</li> <li>• Gifts are offered to show respect and gratitude to the Buddha. Gifts are also offered to orphans and those less well off.</li> <li>• Nirvana Day is more important for Buddhism as it remembers the day Buddha died and reached Nirvana, which is the aim of all Buddhists.</li> <li>• Nirvana Day reminds Buddhists that all life is temporary and impermanent, which is the central point of the religion.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>There are many types of meditation in Buddhism and the student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Samatha is the Buddhist practice of calming the mind (1) by using mindfulness or breathing techniques (1).</li> <li>• Zen meditation is about living in the present with complete awareness (1), noticing all the things which go on around us that most people do not see (1).</li> <li>• Koan meditation is about questioning to help reach enlightenment (1), such as 'what is the sound of one hand clapping' (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Reasons why Buddhists meditate.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>The student who describes the death rituals rather than explain why they are important will get only 2 marks.</p> <ul style="list-style-type: none"> <li>• Death is important for the deceased as it marks the transition from one life into another life as rebirth begins.</li> <li>• Death rituals are important for those who are left as it reminds them of the impermanence of life, which is the essence of Buddhism.</li> <li>• It allows those left to help the transition by taking part in acts which transfer merit to those who have died.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Viharas are used for meditation but also for education, which is vital for the community.</li> <li>• Viharas were originally monasteries and most still house monks and nuns, who help others towards enlightenment.</li> <li>• Viharas provide ministry and spiritual guidance for Buddhists in an area and also for non-Buddhists who want to learn mindfulness.</li> <li>• Buddhism is primarily a religion of the self, and there is no need for group activities or meditation.</li> <li>• There are many areas without a vihara so it is not essential.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

## Christianity

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>Catholic priests work in the person of Christ (1) doing the work of Christ on earth (1).</li> <li>Catholic bishops are believed to be successors of the apostles (1) and have the responsibility of the leadership of a diocese (1).</li> <li>The Pope is believed to be the successor of Saint Peter (1) and therefore has supreme leadership of the Catholic Church on earth (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Why there are different types of leadership.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>It is in three of the gospels and it is therefore considered historically accurate.</li> <li>The baptism of Jesus marks the beginning of his public ministry.</li> <li>It marks the point where the Holy Spirit descended on him.</li> <li>His baptism is the basis of the rite of baptism for Christians, making it important today.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms.</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding.</li> <li>Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Bible is the word of God and therefore nothing else is needed.</li> <li>• The Bible contains the laws and commandments needed to be a good Christian.</li> <li>• The New Testament shows the example of Jesus, whom all Christians must follow.</li> <li>• Priests and ministers are educated to help lay people to fully understand the words of God.</li> <li>• The Bible does not contain advice on many modern issues, such as cyberbullying.</li> <li>• The Bible is rooted in the morals of the times it was written; the world is more enlightened today.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• They may attend church services during Holy Week (1) following the story of Jesus' last week (1).</li> <li>• They may hold a Passover feast or a special communion on Maundy Thursday (1) to remember the Last Supper (1).</li> <li>• They may have a procession on Good Friday (1) to remember Christ's journey to his crucifixion (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any ways which are not Christian, such as eating chocolate or Easter bunnies.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Christmas celebrates the birth of Jesus, who Christians believe came to save them from sin.</li> <li>• Christians believe that at Christmas God became incarnate in the person of Jesus to live among people.</li> <li>• Christmas is considered a celebration of the family, reflecting the holy family at the birth of Jesus in Bethlehem.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• According to the gospels, Bethlehem is where the son of God became human.</li> <li>• Jesus is the most important person in the Christian religion and the story of his birth is one of miraculous splendour.</li> <li>• Jesus' birth in Bethlehem fulfilled Old Testament prophecy in Micah and is therefore very important for Christians.</li> <li>• Although a spiritual experience, it is not necessary to travel afar to worship God as he is omnipresent.</li> <li>• There are other places of pilgrimage for Christians, such as Lourdes, which are equally important.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• There is an altar which is often a wooden table (1); it is the focal point of a service where the bread and wine are prepared (1).</li> <li>• There is a pulpit, which is a raised platform in the nave (1) that allows all people to hear the sermon and prayers (1).</li> <li>• There is a baptismal font (1) into which the holy water is poured when babies are christened (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any external features.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It allows a sexual relationship to happen between two people, which is not allowed if they are not married.</li> <li>• It is the place where children should be brought up, in a secure and safe environment.</li> <li>• Marriage provides love and companionship, which symbolises the love God has for the Church.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Reject development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Jesus told his followers to remember him by eating bread and drinking wine.</li> <li>• Tradition shows that it was celebrated regularly by the early Church.</li> <li>• It is a constant reminder of the death and resurrection of Christ.</li> <li>• The words of Jesus were to show the new covenant, to replace Passover, which happens once a year.</li> <li>• Christians often gather together for the purpose of fellowship.</li> <li>• Some Christians, such as Quakers, do not celebrate the Eucharist.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

## Hinduism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• They are responsible for performing rituals (1), for example puja and aarti ceremonies (1).</li> <li>• They are High Priests (1) who take care of the murtis (1).</li> <li>• They can be seen as counsellors (1) as they are usually very learned people (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Reasons why they are important.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• He is one of the most popular gods, an incarnation of Vishnu, the highest deity, although he is a great god in his own right.</li> <li>• He is seen as a great warrior, hero, teacher and philosopher, and there are stories which show all these different sides to his personality.</li> <li>• Krishna performed many miracles and these have formed the basis of many devotional cults.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Vedas are the oldest Hindu teachings and therefore the most authentic.</li> <li>• They are considered to be superhuman texts, not written by man.</li> <li>• They are revelations by ancient sages after meditation and the creation of them is credited to Brahma.</li> <li>• They are considered to be the foundation of all Hindu philosophical thought.</li> <li>• There are many other Hindu texts which are also important, such as the Upanishads and the Bhagavad Gita.</li> <li>• There is far more to leading a good life than teachings - it is how we act that shapes our lives.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It celebrates the motherhood of God (1) so women often visit their own mothers at this time (1).</li> <li>• Women plant nine different seeds to celebrate a good harvest (1) and then offer the saplings to the goddess (1).</li> <li>• Some Hindus fast and pray (1) whereas others dance and feast (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any other festival.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It is the new business year and it looks towards wealth and prosperity for the year ahead.</li> <li>• It is a time for spring cleaning, for new starts and new beginnings.</li> <li>• It is the biggest festival, celebrated worldwide, with lights, fireworks, presents, uniting the Hindu community.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Ganges is the most sacred river for Hindus as it represents the goddess Ganga.</li> <li>• It is where Hindus pay homage to their ancestors and many Hindus throw the ashes of their dead into it.</li> <li>• The goddess Ganga is invoked in all water used in worship and is therefore present in all sacred waters.</li> <li>• A dip in the Ganges is said to remove sins and make one born anew.</li> <li>• Hinduism is far more than just a river – it is a way of life.</li> <li>• There are other places of pilgrimage for Hindus, such as Ayodhya.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Puja worship (1) where prayers, food and light are offered to the gods (1).</li> <li>• Hindus may have a shrine (1) with statues, pictures, candles and flowers (1).</li> <li>• Hindus may light incense and chant (1) to bring them luck in an endeavour (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Examples of temple worship.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It enables the couple to offer thanks and ask for blessings of health and wealth.</li> <li>• It takes place at an auspicious time that looks forward to the future happiness of the couple.</li> <li>• Marriage is an important duty for Hindus. It is the most important stage of life where they are starting a new family group.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Hindu mandirs share a purpose, which is to bring gods together with human beings.</li> <li>• The mandir is a spiritual destination for Hindus where puja takes place.</li> <li>• A mandir is often the centre of a Hindu community where celebrations and festivals happen.</li> <li>• Although they have the same purpose, Hindu mandirs often reflect the area they are in or the particular deities of the community.</li> <li>• In some schools of Hinduism, the mandir is primarily used for yoga, meditation and education, so will be different to those used primarily for more formal worship.</li> <li>• Ancient temples were built to ancient plans, often on rivers, but this is not practical for all mandirs in the 21st century.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

## Islam

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• They are the successors to the prophet Muhammad (1), who led the ummah after his death (1).</li> <li>• They are believed to be sinless (1) as such are exemplars of Islamic practice (1).</li> <li>• They interpreted and commented on the Qur'an (1) to help Muslims understand its message (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Answers about faith</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The Sunnah is all the things the Prophet said and did in his lifetime.</li> <li>• It is all the wishes and prohibitions of Allah brought through Muhammad and he serves as the best example for all Muslims because of this.</li> <li>• To live as Muhammad did is the best life. He lived as a live Qur'an and life lived accordingly will be rewarded.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Qur'an is the central teaching of Islam; it is direct revelation from Allah to Muhammad through the Angel Jibril.</li> <li>• It is the only religious text which has never been altered, so it is as valid today as it was 1,500 years ago.</li> <li>• There are many ways to show how much the Qur'an is respected, such as wudu, putting it on a high shelf, keeping it immaculately clean and so on.</li> <li>• There are problems in the world which do not have answers in the Qur'an so sometimes other teaching is needed.</li> <li>• Sharia law is based on the Qur'an but also uses modern understanding of the world to come to decisions.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Everyone wears new clothes (1) and decorates their homes (1).</li> <li>• Lavish food is offered to friends and family (1) as it is the end of fasting (1).</li> <li>• There are special services both outdoors and in the mosque (1) and processions in the streets, with a carnival atmosphere (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any other festival.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It celebrates the willingness of Ibrahim to sacrifice his son, which shows his obedience to Allah.</li> <li>• It demonstrates the mercy of Allah because he provided an alternative sacrifice saving the life of Ibrahim's son.</li> <li>• It is an essential feature of the Muslim Hajj. Some Muslims consider it to be the most essential part of the pilgrimage.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Going on Hajj is one of the Five Pillars and it is a mandatory religious obligation for all Muslims.</li> <li>• The rituals performed on Hajj, such as drinking from the well of Zamzam, cannot be done anywhere else.</li> <li>• The tradition is believed to trace right back to Abraham, who was ordered by Allah to leave Hagar and Ishmael, thereafter fleeing Sarah's jealousy.</li> <li>• It promotes the bond of Islamic brotherhood and sisterhood.</li> <li>• Islam makes it clear that if people are unwell or too poor, then it is not an obligation.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The couple stand in the mosque and give their consent to the match (1) and the nikah or contract is read out (1).</li> <li>• There are readings and prayers read from the Qur'an (1) and the congregation will often join the couple in the wedding meal.</li> <li>• In many Muslim marriage ceremonies, the bride and groom will be seated on thrones (1) and receive gifts from the guests (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Rituals associated with marriage but not in Islam.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The mosque is a place where Muslims can gather to pray communally as an ummah.</li> <li>• It is often the centre of a community, housing a school, a library, a study group and a nursery.</li> <li>• The mosque is a place where Muslims from all over the world will recognise and feel a sense of belonging, even in a strange country.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• It is so important that it is mentioned in the Qur'an.</li> <li>• Most prayers are individual but it is done communally, in the mosque.</li> <li>• According to Muhammad, the angels note down by name who attends the mosque for jum'a prayer. More rewards are given for those who attend the mosque on Friday.</li> <li>• Salah is one of the Five Pillars, all of which are important.</li> <li>• Allah will notice if any prayer is not prayed, at any time and for any reason.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

## Judaism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>Abraham showed no doubts in the Almighty (1) and believed he would be the father of all nations even though he was old (1).</li> <li>The Almighty told Abraham to leave his lands (1) and Abraham did what he was asked without questioning as he had complete faith (1).</li> <li>Abraham trusted that the Almighty had good reason to sacrifice Isaac (1) so he offered his son (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Stories attributed to others, e.g. Moses.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	<p>The student may choose any Jewish person who has contributed to Judaism.</p> <ul style="list-style-type: none"> <li>Moses Maimonides was a Jewish philosopher, physician and scientist whose work is still used today.</li> <li>He wrote a commentary on the Mishna, the Jewish oral law.</li> <li>He influenced historical thought, his medical and scientific writings are still relevant, and he influenced philosophers such as Spinoza and Leibniz.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Reject development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms.</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding.</li> <li>Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Tenakh is the Torah, which is the five books of Moses containing all the mitzvot.</li> <li>• It also contains the Nevi'im (the Prophets) and the Ketuvim (the writings).</li> <li>• The Tenakh is considered to be divinely inspired.</li> <li>• All the rules for living a Jewish life are written in the Torah.</li> <li>• The Talmud is also important as it explains how the laws must be carried out.</li> <li>• There are many modern issues which have no laws and therefore the teachings of modern rabbis are also needed.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>The house is stripped of all leavened food and drink (1) to remember the slaves leaving Egypt in a hurry (1).</li> <li>A ritual meal is served for family and friends (1) where each food has a link to the story of the escape from Egypt (1).</li> <li>On the first day, there is a fast for the first-born males (1) to remember those who were sentenced to death by the Pharaoh (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Any other festival.</li> </ul>	(4)

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>It is the site of the ancient Temple in Jerusalem, the centre of the spiritual world, the site where Isaac was offered for sacrifice.</li> <li>Despite Jerusalem being destroyed many times, the Western Wall remains a symbol of the covenant with the Almighty.</li> <li>It is the focus for prayers, three times a day for thousands of years. Tradition says that all the prayers in the world come to the Western Wall before they ascend to heaven.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms.</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding.</li> <li>Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Almost all Jews observe Yom Kippur even if they do not observe any other festival.</li> <li>• It is the Day of Atonement, set aside to atone for all the sins in the past year.</li> <li>• It is a time for asking forgiveness from God, having reconciled with others prior to the day.</li> <li>• It is a complete Sabbath – no work must be done and Jews must fast for 25 hours, most of which is spent in the synagogue in prayer.</li> <li>• Passover is more commonly celebrated, even among non-observant Jews.</li> <li>• Rosh Hashanah is the Jewish New Year, which commemorates the creation of the world.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The Chevra Kadisha wash and prepare the body for burial (1). The body must be ritually cleansed and shrouded (1).</li> <li>• Families may observe a period of shiva (1) when they mourn, pray and share memories of the deceased person for seven days (1).</li> <li>• From death until burial, there is always someone with the body (1) and often psalms are read (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any ritual which is not specifically Jewish.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It is commanded by the Almighty to keep the Sabbath holy and to keep its laws and customs.</li> <li>• It is a reminder of the creation of the world; the Almighty rested on the seventh day and observed his creation.</li> <li>• Shabbat is a reminder of the covenant where the Almighty promised to look after his people in return for their faith.</li> <li>• Judaism is a religion based on the family, and Shabbat is a time to get together and spend time with family.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Most synagogues have a central hall for prayer and a smaller room for study, as these are the two main uses of a synagogue.</li> <li>• All synagogues have a Ner Tamid, the eternal light, an Ark, where the scrolls, the Ten Commandments and a bimah are kept.</li> <li>• Orthodox Judaism separates men and women during worship, whereas the Reform movement allows men and women to sit together.</li> <li>• Historically, synagogues have reflected the countries they are in, for example in China there is a synagogue that looks like a Buddhist temple.</li> <li>• Some synagogues are more of a community centre than a place of worship and include a large kitchen, a day centre for the elderly and a library.</li> <li>• As long as there is a minyan, Jews can pray anywhere so it does not matter what a synagogue looks like.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

## Sikhism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• God knows what is right and wrong for us (1) so humans should always remain faithful (1).</li> <li>• There is only one God (1) but full knowledge of him is impossible (1).</li> <li>• He taught universal brotherhood (1) and a responsibility to all humanity, not just family or community.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Teachings related to other people.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The granthi is the ceremonial reader of the Guru Granth Sahib in the gurdwara who has often trained for many years.</li> <li>• Granthis may be male or female to show that all are equal in God.</li> <li>• Granthis are seen as principal religious officials of Sikhism and are usually very learned people.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Guru Granth Sahib is the central religious scripture of Sikhism and it is regarded as the final, sovereign, eternal living Guru.</li> <li>• The Sikh scripture is called the Guru Granth Sahib, which is considered the revealed Word of God spoken through Sikh Gurus and other blessed saints.</li> <li>• It was revealed directly from the divine and all answers regarding religion and morality can be found in the Guru Granth Sahib.</li> <li>• The Guru Granth Sahib is a spiritual guide, not only for Sikhs but for the whole of humanity.</li> <li>• There are issues in the modern world which are not addressed by the Guru Granth Sahib and therefore more modern scholars are also required.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• They are the associated with the Gurus (1), their birthdays or their martyrdom (1).</li> <li>• The gurburb of Guru Nanak is in April or November (1). He was the founder of Sikhism (1).</li> <li>• They are celebrated with an akhand path (1), which is a continuous reading of the Guru Granth Sahib (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any other festival.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It remembers Guru Gobind Singh Ji creating the khalsa in 1699.</li> <li>• Traditionally, it is a time for initiation ceremonies to take place and for young Sikhs to think seriously about their faith.</li> <li>• It is a time for families to be together, with traditional pastimes such as wrestling and Bhangra.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Golden Temple of Amritsar is the holiest shrine in Sikhism and Sikhs visit the Golden Temple to say prayers, make offerings and swim in the waters.</li> <li>• It is also a place of political pilgrimage, following Operation Blue Star.</li> <li>• It is a perfect example of Sikhism, allowing everyone, Sikh and non-Sikh alike, into the Temple where all are fed in the communal langar and all give thanks to God together.</li> <li>• Guru Nanak told Sikhs that pilgrimage was unnecessary as God is all around.</li> <li>• The cultivation of inner knowledge is the key to Sikhism and that takes place within oneself.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The person will drink amrit (1) which has stirred using a double-edged sword (1).</li> <li>• The person will recite the Mool Mantar (1) as an expression of their belief in God (1).</li> <li>• They accept the rules of the Khalsa, by which they will live (1) including the wearing of the 5 Ks (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any other festival.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It is the beginning of a new Sikh family by mixing two families together.</li> <li>• The lavan hymn is read to describe the development of love between the bride and groom.</li> <li>• It takes place in front of the Guru Granth Sahib, uniting two souls before God.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The gurdwara was set up as a place where Sikhs could meet for congregational prayer and worship.</li> <li>• It is the home of the Guru Granth Sahib, which makes it a holy place.</li> <li>• It is a place for religious ceremonies, bringing the Sikh community together.</li> <li>• It is a place where children learn the Sikh faith, ethics, customs, traditions and texts.</li> <li>• A gurdwara is also a community centre, offering food, shelter and companionship to those who need it.</li> <li>• Sikhs gurdwara is the langar, where they serve food to anyone who wants a meal; to pride themselves on their service to others and a big part of the community.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

# Hinduism

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• They are responsible for performing rituals (1), for example puja and aarti ceremonies (1).</li> <li>• They are High Priests (1) who take care of the murtis (1).</li> <li>• They can be seen as counsellors (1) as they are usually very learned people (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Reasons why they are important.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
1(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• He is one of the most popular gods, an incarnation of Vishnu, the highest deity, although he is a great god in his own right.</li> <li>• He is seen as a great warrior, hero, teacher and philosopher, and there are stories which show all these different sides to his personality.</li> <li>• Krishna performed many miracles and these have formed the basis of many devotional cults.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Vedas are the oldest Hindu teachings and therefore the most authentic.</li> <li>• They are considered to be superhuman texts, not written by man.</li> <li>• They are revelations by ancient sages after meditation and the creation of them is credited to Brahma.</li> <li>• They are considered to be the foundation of all Hindu philosophical thought.</li> <li>• There are many other Hindu texts which are also important, such as the Upanishads and the Bhagavad Gita.</li> <li>• There is far more to leading a good life than teachings - it is how we act that shapes our lives.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It celebrates the motherhood of God (1) so women often visit their own mothers at this time (1).</li> <li>• Women plant nine different seeds to celebrate a good harvest (1) and then offer the saplings to the goddess (1).</li> <li>• Some Hindus fast and pray (1) whereas others dance and feast (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any other festival.</li> </ul>	(4)

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It is the new business year and it looks towards wealth and prosperity for the year ahead.</li> <li>• It is a time for spring cleaning, for new starts and new beginnings.</li> <li>• It is the biggest festival, celebrated worldwide, with lights, fireworks, presents, uniting the Hindu community.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Ganges is the most sacred river for Hindus as it represents the goddess Ganga.</li> <li>• It is where Hindus pay homage to their ancestors and many Hindus throw the ashes of their dead into it.</li> <li>• The goddess Ganga is invoked in all water used in worship and is therefore present in all sacred waters.</li> <li>• A dip in the Ganges is said to remove sins and make one born anew.</li> <li>• Hinduism is far more than just a river – it is a way of life.</li> <li>• There are other places of pilgrimage for Hindus, such as Ayodhya.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Puja worship (1) where prayers, food and light are offered to the gods (1).</li> <li>• Hindus may have a shrine (1) with statues, pictures, candles and flowers (1).</li> <li>• Hindus may light incense and chant (1) to bring them luck in an endeavour (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Examples of temple worship.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It enables the couple to offer thanks and ask for blessings of health and wealth.</li> <li>• It takes place at an auspicious time that looks forward to the future happiness of the couple.</li> <li>• Marriage is an important duty for Hindus. It is the most important stage of life where they are starting a new family group.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Hindu mandirs share a purpose, which is to bring gods together with human beings.</li> <li>• The mandir is a spiritual destination for Hindus where puja takes place.</li> <li>• A mandir is often the centre of a Hindu community where celebrations and festivals happen.</li> <li>• Although they have the same purpose, Hindu mandirs often reflect the area they are in or the particular deities of the community.</li> <li>• In some schools of Hinduism, the mandir is primarily used for yoga, meditation and education, so will be different to those used primarily for more formal worship.</li> <li>• Ancient temples were built to ancient plans, often on rivers, but this is not practical for all mandirs in the 21st century.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

# Islam

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• They are the successors to the prophet Muhammad (1), who led the ummah after his death (1).</li> <li>• They are believed to be sinless (1) as such are exemplars of Islamic practice (1).</li> <li>• They interpreted and commented on the Qur'an (1) to help Muslims understand its message (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Answers about faith</li> </ul>	(4)

Question number	Answer	Reject	Mark
1(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The Sunnah is all the things the Prophet said and did in his lifetime.</li> <li>• It is all the wishes and prohibitions of Allah brought through Muhammad and he serves as the best example for all Muslims because of this.</li> <li>• To live as Muhammad did is the best life. He lived as a live Qur'an and life lived accordingly will be rewarded.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Qur'an is the central teaching of Islam; it is direct revelation from Allah to Muhammad through the Angel Jibril.</li> <li>• It is the only religious text which has never been altered, so it is as valid today as it was 1,500 years ago.</li> <li>• There are many ways to show how much the Qur'an is respected, such as wudu, putting it on a high shelf, keeping it immaculately clean and so on.</li> <li>• There are problems in the world which do not have answers in the Qur'an so sometimes other teaching is needed.</li> <li>• Sharia law is based on the Qur'an but also uses modern understanding of the world to come to decisions.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Everyone wears new clothes (1) and decorates their homes (1).</li> <li>• Lavish food is offered to friends and family (1) as it is the end of fasting (1).</li> <li>• There are special services both outdoors and in the mosque (1) and processions in the streets, with a carnival atmosphere (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any other festival.</li> </ul>	(4)

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It celebrates the willingness of Ibrahim to sacrifice his son, which shows his obedience to Allah.</li> <li>• It demonstrates the mercy of Allah because he provided an alternative sacrifice saving the life of Ibrahim's son.</li> <li>• It is an essential feature of the Muslim Hajj. Some Muslims consider it to be the most essential part of the pilgrimage.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Going on Hajj is one of the Five Pillars and it is a mandatory religious obligation for all Muslims.</li> <li>• The rituals performed on Hajj, such as drinking from the well of Zamzam, cannot be done anywhere else.</li> <li>• The tradition is believed to trace right back to Abraham, who was ordered by Allah to leave Hagar and Ishmael, thereafter fleeing Sarah's jealousy.</li> <li>• It promotes the bond of Islamic brotherhood and sisterhood.</li> <li>• Islam makes it clear that if people are unwell or too poor, then it is not an obligation.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
3(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>The couple stand in the mosque and give their consent to the match (1) and the nikah or contract is read out (1).</li> <li>There are readings and prayers read from the Qur'an (1) and the congregation will often join the couple in the wedding meal.</li> <li>In many Muslim marriage ceremonies, the bride and groom will be seated on thrones (1) and receive gifts from the guests (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Rituals associated with marriage but not in Islam.</li> </ul>	(4)

Question number	Answer	Reject	Mark
3(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>The mosque is a place where Muslims can gather to pray communally as an ummah.</li> <li>It is often the centre of a community, housing a school, a library, a study group and a nursery.</li> <li>The mosque is a place where Muslims from all over the world will recognise and feel a sense of belonging, even in a strange country.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate to both the reason given and the question.</li> </ul>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms.</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding.</li> <li>Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• It is so important that it is mentioned in the Qur'an.</li> <li>• Most prayers are individual but it is done communally, in the mosque.</li> <li>• According to Muhammad, the angels note down by name who attends the mosque for jum'a prayer. More rewards are given for those who attend the mosque on Friday.</li> <li>• Salah is one of the Five Pillars, all of which are important.</li> <li>• Allah will notice if any prayer is not prayed, at any time and for any reason.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

## Judaism

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>Abraham showed no doubts in the Almighty (1) and believed he would be the father of all nations even though he was old (1).</li> <li>The Almighty told Abraham to leave his lands (1) and Abraham did what he was asked without questioning as he had complete faith (1).</li> <li>Abraham trusted that the Almighty had good reason to sacrifice Isaac (1) so he offered his son (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Stories attributed to others, e.g. Moses.</li> </ul>	(4)

Question number	Answer	Reject	Mark
1(b)	<p>The student may choose any Jewish person who has contributed to Judaism.</p> <ul style="list-style-type: none"> <li>Moses Maimonides was a Jewish philosopher, physician and scientist whose work is still used today.</li> <li>He wrote a commentary on the Mishna, the Jewish oral law.</li> <li>He influenced historical thought, his medical and scientific writings are still relevant, and he influenced philosophers such as Spinoza and Leibniz.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Reject development that does not relate to both the reason given and the question.</li> </ul>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms.</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding.</li> <li>Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Tenakh is the Torah, which is the five books of Moses containing all the mitzvot.</li> <li>• It also contains the Nevi'im (the Prophets) and the Ketuvim (the writings).</li> <li>• The Tenakh is considered to be divinely inspired.</li> <li>• All the rules for living a Jewish life are written in the Torah.</li> <li>• The Talmud is also important as it explains how the laws must be carried out.</li> <li>• There are many modern issues which have no laws and therefore the teachings of modern rabbis are also needed.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The house is stripped of all leavened food and drink (1) to remember the slaves leaving Egypt in a hurry (1).</li> <li>• A ritual meal is served for family and friends (1) where each food has a link to the story of the escape from Egypt (1).</li> <li>• On the first day, there is a fast for the first-born males (1) to remember those who were sentenced to death by the Pharaoh (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any other festival.</li> </ul>	(4)

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It is the site of the ancient Temple in Jerusalem, the centre of the spiritual world, the site where Isaac was offered for sacrifice.</li> <li>• Despite Jerusalem being destroyed many times, the Western Wall remains a symbol of the covenant with the Almighty.</li> <li>• It is the focus for prayers, three times a day for thousands of years. Tradition says that all the prayers in the world come to the Western Wall before they ascend to heaven.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Almost all Jews observe Yom Kippur even if they do not observe any other festival.</li> <li>• It is the Day of Atonement, set aside to atone for all the sins in the past year.</li> <li>• It is a time for asking forgiveness from God, having reconciled with others prior to the day.</li> <li>• It is a complete Sabbath – no work must be done and Jews must fast for 25 hours, most of which is spent in the synagogue in prayer.</li> <li>• Passover is more commonly celebrated, even among non-observant Jews.</li> <li>• Rosh Hashanah is the Jewish New Year, which commemorates the creation of the world.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
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7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The Chevra Kadisha wash and prepare the body for burial (1). The body must be ritually cleansed and shrouded (1).</li> <li>• Families may observe a period of shiva (1) when they mourn, pray and share memories of the deceased person for seven days (1).</li> <li>• From death until burial, there is always someone with the body (1) and often psalms are read (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any ritual which is not specifically Jewish.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It is commanded by the Almighty to keep the Sabbath holy and to keep its laws and customs.</li> <li>• It is a reminder of the creation of the world; the Almighty rested on the seventh day and observed his creation.</li> <li>• Shabbat is a reminder of the covenant where the Almighty promised to look after his people in return for their faith.</li> <li>• Judaism is a religion based on the family, and Shabbat is a time to get together and spend time with family.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
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Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Most synagogues have a central hall for prayer and a smaller room for study, as these are the two main uses of a synagogue.</li> <li>• All synagogues have a Ner Tamid, the eternal light, an Ark, where the scrolls, the Ten Commandments and a bimah are kept.</li> <li>• Orthodox Judaism separates men and women during worship, whereas the Reform movement allows men and women to sit together.</li> <li>• Historically, synagogues have reflected the countries they are in, for example in China there is a synagogue that looks like a Buddhist temple.</li> <li>• Some synagogues are more of a community centre than a place of worship and include a large kitchen, a day centre for the elderly and a library.</li> <li>• As long as there is a minyan, Jews can pray anywhere so it does not matter what a synagogue looks like.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
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1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

## Sikhism

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• God knows what is right and wrong for us (1) so humans should always remain faithful (1).</li> <li>• There is only one God (1) but full knowledge of him is impossible (1).</li> <li>• He taught universal brotherhood (1) and a responsibility to all humanity, not just family or community.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Teachings related to other people.</li> </ul>	(4)

Question number	Answer	Reject	Mark
1(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• The granthi is the ceremonial reader of the Guru Granth Sahib in the gurdwara who has often trained for many years.</li> <li>• Granthis may be male or female to show that all are equal in God.</li> <li>• Granthis are seen as principal religious officials of Sikhism and are usually very learned people.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

<b>Question number</b>	<b>Indicative content</b>
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Guru Granth Sahib is the central religious scripture of Sikhism and it is regarded as the final, sovereign, eternal living Guru.</li> <li>• The Sikh scripture is called the Guru Granth Sahib, which is considered the revealed Word of God spoken through Sikh Gurus and other blessed saints.</li> <li>• It was revealed directly from the divine and all answers regarding religion and morality can be found in the Guru Granth Sahib.</li> <li>• The Guru Granth Sahib is a spiritual guide, not only for Sikhs but for the whole of humanity.</li> <li>• There are issues in the modern world which are not addressed by the Guru Granth Sahib and therefore more modern scholars are also required.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• They are the associated with the Gurus (1), their birthdays or their martyrdom (1).</li> <li>• The gurpurb of Guru Nanak is in April or November (1). He was the founder of Sikhism (1).</li> <li>• They are celebrated with an akhand path (1), which is a continuous reading of the Guru Granth Sahib (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Any other festival.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>• It remembers Guru Gobind Singh Ji creating the khalsa in 1699.</li> <li>• Traditionally, it is a time for initiation ceremonies to take place and for young Sikhs to think seriously about their faith.</li> <li>• It is a time for families to be together, with traditional pastimes such as wrestling and Bhangra.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student 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 listed below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Golden Temple of Amritsar is the holiest shrine in Sikhism and Sikhs visit the Golden Temple to say prayers, make offerings and swim in the waters.</li> <li>• It is also a place of political pilgrimage, following Operation Blue Star.</li> <li>• It is a perfect example of Sikhism, allowing everyone, Sikh and non-Sikh alike, into the Temple where all are fed in the communal langar and all give thanks to God together.</li> <li>• Guru Nanak told Sikhs that pilgrimage was unnecessary as God is all around.</li> <li>• The cultivation of inner knowledge is the key to Sikhism and that takes place within oneself.</li> </ul> <p>Accept any other valid responses. <b>(10 marks)</b></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• 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.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• 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.</li> </ul>

Question number	Answer	Reject	Mark
3(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>The person will drink amrit (1) which has stirred using a double-edged sword (1).</li> <li>The person will recite the Mool Mantar (1) as an expression of their belief in God (1).</li> <li>They accept the rules of the Khalsa, by which they will live (1) including the wearing of the 5 Ks (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Any other festival.</li> </ul>	(4)

Question number	Answer	Reject	Mark
3(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> <li>It is the beginning of a new Sikh family by mixing two families together.</li> <li>The lavan hymn is read to describe the development of love between the bride and groom.</li> <li>It takes place in front of the Guru Granth Sahib, uniting two souls before God.</li> </ul> <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> <li>Repeated reason/development.</li> <li>Development that does not relate both to the reason given and to the question.</li> </ul>	(6)

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Question number	Indicative content
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