

International GCSE

Religious Studies (9–1)

Sample Assessment Materials

Pearson Edexcel International GCSE in Religious Studies (4RS1)

First teaching September 2017

First examination June 2019

Issue 4



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Summary of Pearson Edexcel International GCSE in Religious Studies (4RS1) sample assessment materials Issue 4 changes

Summary of changes made between previous issue and this current issue	Page numbers
In Paper 1, question rubric for part question (d) in the question paper and indicative content as well as levels descriptors in the corresponding mark schemes have been amended to communicate assessment expectations and marking criteria more clearly.	9-69
Paper 2 has now been separated into six papers – one for each of the six religions offered to facilitate the delivery of assessments.	71-170
In Paper 2, question rubric for part question (c) in the question paper and indicative content as well as levels descriptors in the corresponding mark schemes have been amended to communicate assessment expectations and marking criteria more clearly.	73-170
In Paper 1, levels descriptors in the mark schemes for part question (c) and In Paper 2, levels descriptors in the mark schemes for part question (b) have been amended to communicate assessment expectations and marking criteria more clearly.	43-168

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.

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Check at:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-religious-studies-2017.html>

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Introduction

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

- 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.

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Surname	Other names
Pearson Edexcel International GCSE (9–1)	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Centre Number <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> </div> <div style="text-align: center;"> Candidate Number <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> </div> </div>
<h1 style="margin: 0;">Religious Studies</h1> <h2 style="margin: 0;">Paper 1: Beliefs and values</h2>	
Sample assessment material for first teaching September 2017 Time: 1 hour 45 minutes	Paper Reference <h3 style="margin: 0;">4RS1/01</h3>
You do not need any other materials.	Total Marks <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

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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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 ☐.

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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

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2

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3

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

(4)

1

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2

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

(6)

Handwriting practice area with 20 horizontal dotted lines.

(d) "If God is omnipotent, then we have no free will."

Evaluate this statement.

In your answer you should include:

- reference to religious teachings
- different religious or non-religious points of view
- links between teachings and points of view
- a justified conclusion.

(12)

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(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

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3

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

(4)

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(c) Explain religious beliefs about free will.

(6)

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(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 ☐.

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

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

(6)

DO NOT WRITE IN THIS AREA

Area for writing the answer, consisting of multiple horizontal lines.

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

Evaluate this statement.

In your answer you should include:

- reference to religious teachings
- different religious or non-religious points of view
- links between teachings and points of view
- a justified conclusion.

(12)

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(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

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2

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3

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

(4)

1

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

(6)

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(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 ☐.

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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

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2

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3

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

(4)

1

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2

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(c) Explain differing reasons why conflict occurs.

(6)

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- reference to religious teachings
- different religious or non-religious points of view
- links between teachings and points of view
- a justified conclusion.

(12)

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(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

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2

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3

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

(4)

1

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2

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(c) Explain why some people support capital punishment.

(6)

Handwriting practice area with 20 horizontal dotted lines.

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- (12)

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(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 ☐.

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

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

(6)

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Handwriting practice area with horizontal dotted lines.

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(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

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2

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3

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

(4)

1

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(c) Explain why there are different attitudes to giving to charity.

(6)

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(Total for Question 8 = 25 marks)

TOTAL FOR PAPER = 100 MARKS

Paper 1: Beliefs and values
Mark scheme

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

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
1(d)	<p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors listed below.</p> <p>Candidates will develop responses to evaluate the statement 'If God is omnipotent, then we have no free will.' using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> If God is all powerful, he has the power to do anything and therefore humans are not making choices, the choices are entirely determined by God. Free will allows people to choose between right and wrong, otherwise humans would be no more than puppets. Human beings not only have the ability to choose what to do, they also have the responsibility to choose wisely. Free will is what makes humans different from each other; without this, individuals would have no personality or differences of opinion. It is how people use free will in this life that will decide what happens after death. If a person uses their free will to make choices that benefit others rather than themselves, they are more likely to achieve paradise. 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. The sense of having free choice is an illusion that allows humans to function. <p>Accept any other valid response. (12 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (8 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. (AO2) • Judgements are asserted without clear links to the analysis. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. (AO2) • This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification. (AO2)
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. (AO2) • This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion. (AO2)
4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. (AO2) • This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis. (AO2)

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

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

Question number	Answer	Reject	Mark
2(b) Sikhism	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> • Greed is one of the Five Thieves (1) that steals a person's common sense (1). • A Sikh tries to subdue their greed (1) because it leads them away from goodness (1). • 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). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development. • Development that does not relate to both the reason given and the question. 	(4)

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) • Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> • Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) • Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) • Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
2(d)	<p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors listed below.</p> <p>Candidates will develop responses to evaluate the statement 'God caused the world to exist.' using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Everything in life has a cause; therefore, the world must have had a cause, someone or something which made it happen, this can only be God. As the universe must have had a beginning, then something must have caused it as the complex series of events required could not have happened by accident. It must have been caused by something which did not need to be caused itself. There must be a point of origin for the causal chain that created the conditions needed for earth to form. God is eternal – he has no beginning and no end – he is outside time; therefore, he is the only entity who could have caused the world to exist. If everything has to have a cause, then God would have to have a cause. The rule of causality must also apply to God otherwise the rule itself is flawed. Scientific explanations for how the world began do not need God to explain it. Such explanations still cannot explain what caused the universe to exist, rather they outline the process. <p>Accept any other valid response. (12 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (8 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. (AO2) Judgements are asserted without clear links to the analysis. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. (AO2) This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification. (AO2)
3	7–9	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. (AO2) This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion. (AO2)
4	10–12	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. (AO2) This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis. (AO2)

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

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

Question number	Indicative content
3(c) Buddhism	Candidates will develop responses to explain why there are different attitudes to homosexuality in this religion using ideas/reasoning/arguments such as: <ul style="list-style-type: none"> There are no central Buddhist teachings about homosexuality so it varies between traditions and teachers. In early Buddhism there are writings about sexual misconduct but this is not seen as a reference to homosexuality. Buddhism teaches that any sexual attraction is a hindrance to enlightenment and is an inferior pleasure. 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. Homosexuality is seen as a part of one's current life and therefore unchangeable. Accept any other valid response. (6 marks)
3(c) Christianity	Candidates will develop responses to explain why there are different attitudes to homosexuality in this religion using ideas/reasoning/arguments such as: <ul style="list-style-type: none"> Some Christians do not accept homosexuality as Leviticus says that a man must not have sexual relations with another man. Some Christians use the teachings of St Paul, which say that it is shameful. Some Christians accept homosexuality as Jesus did not condemn it. Some Christians accept it as Jesus' message was that love is the most important commandment. Some Christians accept that people are flawed and it is up to God to judge, not man. Accept any other valid response. (6 marks)

Question number	Indicative content
3(c) Hinduism	<p>Candidates will develop responses to explain why there are different attitudes to homosexuality in this religion using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • 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. • Homosexuality is condemned by some law books and the Kama Sutra is not positive towards it. • There is no single religious ruling or any conclusion by one group which would be acceptable to all. • The Householder stage requires a traditional marriage and children. • 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. <p>Accept any other valid response. (6 marks)</p>
3(c) Islam	<p>Candidates will develop responses to explain why there are different attitudes to homosexuality in this religion using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Allah forbids homosexuality and his word should not be questioned. • Homosexuality goes against the natural order which Allah has created for men and women to be together and procreate. • Homosexuality causes the break-up of the family, which is the centre of the faith. • Allah created each person individually and therefore he created some people to be homosexual. • Only Allah has the right to judge and he will do this on Judgment Day. Until then, each person must keep their own conscience. <p>Accept any other valid response. (6 marks)</p>
3(c) Judaism	<p>Candidates will develop responses to explain why there are different attitudes to homosexuality in this religion using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The book of Leviticus talks of homosexuals as being abhorred and detested by the Almighty. • Homosexuality was punishable by death under ancient Jewish law. • Most orthodox Jews do not accept homosexual activity, seeing it in the same way as incest and adultery. • 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. • 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. <p>Accept any other valid response. (6 marks)</p>
3(c) Sikhism	<p>Candidates will develop responses to explain why there are different attitudes to homosexuality in this religion using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • There are no specific Sikh teachings about homosexuality; the Guru Granth Sahib does not mention any sort of sexuality. • The main aim of any Sikh is to have no hatred towards any person, so to dislike homosexuality would cause a problem. • The Sikh authority in India has condemned homosexuality and banned same-sex marriage. • It is seen as a generational divide – many younger Sikhs accept homosexuality as normal whereas the older generation do not. • The Rehat Maryada stresses the importance of family life and homosexuals cannot reproduce. <p>Accept any other valid response. (6 marks)</p>

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
3(d)	<p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors listed below.</p> <p>Candidates will develop responses to evaluate the statement ‘A society that really cared about the terminally ill would allow euthanasia.’ using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> High-profile cases show that sometimes terminally ill people desperately want to end their suffering. They believe they have rights over their own body that include the right to die. 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. It may be kinder for those who are suffering to allow them to end their lives. Human beings have rights to make all other decisions about their own bodies, so why is this different? Either a person has a series of rights over every aspect of the life or they are simply an illusion. The hospice movement means that there is no reason for anyone to live in pain so there is no need for euthanasia, such alternatives help to care for the family as well as the person who is suffering. The sanctity of life says that God gave life and only he can take it away. To choose to die before God decides can be seen as playing God. Predicting the time of death is an inexact science. Sometimes those who may have chosen euthanasia go on to live long lives in remission. <p>Accept any other valid response. (12 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (8 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. (AO2) • Judgements are asserted without clear links to the analysis. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. (AO2) • This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification. (AO2)
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. (AO2) • This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion. (AO2)
4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. (AO2) • This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis. (AO2)

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

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

Question number	Answer	Reject	Mark
4(b) Sikhism	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> Sikhs have a great respect for life (1) as it is a gift from Waheguru (1). They are against taking life for any reason (1) as birth and death should be left in the hands of Waheguru (1). All life is sacred (1) and should be treated with respect (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated reason/development. Development that does not relate to both the reason given and the question. 	(4)

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
4(d)	<p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors listed below.</p> <p>Candidates will develop responses to evaluate the statement 'Abortion should be banned everywhere.' using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Abortion can be considered a form of murder, and murder is banned in all religions and in all societies, a foetus is no less a human being with rights. • It goes against the sanctity of life, which says only God can take a life. Allowing abortion may prove to be the thin end of the wedge, devaluing life for every human. • Human life should always be protected and abortion does not do this. Society does not kill or remove those who are ill or wish society harm, the foetus has no choice. • If people only had sex within marriage, many abortions would not be required. No one would choose to carry out an abortion if it were not the only alternative. • In cases of medical need, sometimes abortion is necessary to save the mother's life. Most religious people would accept that the life of the mother has more value than a foetus. • It can be seen as compassionate if the baby is too poorly to survive and will live a life of pain. It is kinder to prevent suffering than try to find ways to alleviate it. <p>Accept any other valid response. (12 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (8 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. (AO2) • Judgements are asserted without clear links to the analysis. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. (AO2) • This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification. (AO2)
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. (AO2) • This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion. (AO2)
4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. (AO2) • This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis. (AO2)

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

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

Level	Mark	Descriptors
<p>AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks)</p> <p>AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks)</p> <p>Guidance to markers All traits carry equal weighting.</p>		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
5(d)	<p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors listed below.</p> <p>Candidates will develop responses to evaluate the statement 'All criminals should be sent to prison.' using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Sending criminals to prison offers protection to the rest of the population, which is important as society needs to feel safe. Removing dangerous people from the streets reduces crime rates. • 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. • It allows criminals a second chance as they can access education when in prison. Many go on to live crime free lives and contribute positively to society. • If someone has taken a life, they do not deserve to be allowed to live theirs freely. There must be a punishment that is appropriate to the seriousness of the crime. • Jesus taught that people should be forgiven, not seven times but seventy-seven times. Reform is more important than punishment or revenge. • A lot of crimes are minor; the prisons would be overcrowded if every shoplifter or graffiti artist was locked up. <p>Accept any other valid response. (12 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (8 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. (AO2) • Judgements are asserted without clear links to the analysis. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. (AO2) • This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification. (AO2)
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. (AO2) • This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion. (AO2)
4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. (AO2) • This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis. (AO2)

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

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

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
6(d)	<p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors listed below.</p> <p>Candidates will develop responses to evaluate the statement ‘There is no such thing as a <i>Just War</i>.’ using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> There is no such thing as a just cause when human life is being taken. It is impossible to wage war without death and destruction. The Second World War was declared by a lawful authority but that did not make it righteous, many innocent people still suffered and died as opposing armies fought. Innocent children will always get caught up in war regardless of whether that is the aim or not. It is impossible to avoid the impact of violence on the young. The Ten Commandments say do not murder and this cannot be followed in war. As a result, war is inherently sinful and goes against the will of the Almighty. Sometimes war is the only way to end a conflict and if it is to bring about a better situation for everyone then the war is just. As long as only legitimate targets are attacked, then the violence is justified for the greater good. <p>Accept any other valid response. (12 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (8 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. (AO2) • Judgements are asserted without clear links to the analysis. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. (AO2) • This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification. (AO2)
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. (AO2) • This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion. (AO2)
4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. (AO2) • This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis. (AO2)

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

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"> There are laws in place to prevent discrimination in the workplace (1) and it is illegal to refuse to employ a disabled person (1). 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). New building regulations must take disabled access into consideration (1) so people with wheelchairs are not barred from events (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated reason/development. Reject development that does not relate to both the reason given and the question. 	(4)

Question number	Indicative content
7(c) Buddhism	<p>Candidates will develop responses to explain why racial harmony is supported in this religion using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> 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. The concept of anatta means that there is no fixed, permanent self – outward differences such as race or nationality are therefore impermanent and irrelevant. 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. The Fourth Precept says: 'I undertake to abstain from wrong speech.' Using racist language or insults would break this precept. <p>Accept any other valid response. (6 marks)</p>
7(c) Christianity	<p>Candidates will develop responses to explain why racial harmony is supported in this religion using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> According to the Bible, God created all humans in his image, which makes racial harmony necessary. The parable of the Good Samaritan tells Christians that everyone is their neighbour, including those of different races. God will judge all according to their deeds, not their race. Jesus treated all people equally, and Christians must follow his example if they want to go to heaven. <p>Accept any other valid response. (6 marks)</p>
7(c) Hinduism	<p>Candidates will develop responses to explain why racial harmony is supported in this religion using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Most Hindus reject the traditional roles of the caste system and believe that we should treat all people equally and with respect. As Brahman is a part of all people, then to not promote racial harmony would be to reject Brahman. As an example, Gandhi believed that all people were the same and that the divine part of all people needed respecting. If a Hindu rejects another person based on race, it will bring bad karma, and this will affect their next life. <p>Accept any other valid response. (6 marks)</p>

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
7(d)	<p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors listed below.</p> <p>Candidates will develop responses to evaluate the statement 'All religious people should be pluralist.' using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> For most people, religion is an accident of birth; an omnibenevolent God is not going to turn a good person away from paradise because they were born in the wrong place. For Christians, Jesus said 'my father's house has many rooms', which some believe means that he accepts all people regardless of the faith they profess. 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. 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. Many religious people believe that they should convert others to save them from a bad afterlife since the alternative is eternal damnation. 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. <p>Accept any other valid response. (12 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (8 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. (AO2) • Judgements are asserted without clear links to the analysis. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. (AO2) • This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification. (AO2)
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. (AO2) • This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion. (AO2)
4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. (AO2) • This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis. (AO2)

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

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

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
8(d)	<p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors listed below.</p> <p>Candidates will develop responses to evaluate the statement ‘Human rights should be the same wherever you live.’ using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> All humans are created by God; therefore, all should be given the same opportunities for a good life. Human rights should not depend on where you are born – all humans are born equal; opportunity is determined by an accident of birth. Human rights should not change depending on the government or ruling class. They must apply to everyone equally regardless of wealth or rank. 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. Each country has an individual and unique character; what is expected in one is not necessarily the same as in another. 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. <p>Accept any other valid response. (12 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (8 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. (AO2) • Judgements are asserted without clear links to the analysis. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. (AO2) • This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification. (AO2)
3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. (AO2) • This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion. (AO2)
4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. (AO2) • This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis. (AO2)

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Pearson Edexcel
International GCSE (9–1)

Centre Number

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Religious Studies

Paper 2: The religious community

Option 2A – Buddhism

Sample assessment material for first teaching
September 2017

Time: 1 hour 30 minutes

Paper Reference

4RS1/2A

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.
- 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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(Total for Question 3 = 20 marks)

Pearson Edexcel International GCSE in Religious Studies (4RS1) – Sample Assessment Materials
Issue 4 – February 2025 © Pearson Education Limited 2025

Paper 2: The religious community, Option A - Buddhism
Mark scheme

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

Question number	Answer	Reject	Mark
1(b)	<p>The candidate 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"> 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. 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. The Buddha encountered an Indian ascetic who encouraged him to follow a life of self-denial and discipline. Without the extremes in his life, he would not have reached enlightenment. <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated reason/development. Development that does not relate to both the reason given and the question. 	(6)

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
1(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether the Tripitaka is the only source of teachings a Buddhist needs using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Tripitaka is the earliest collection of Buddhist teachings and therefore the most authentic one. As a direct source of the Buddha's wisdom, the Tripitaka provides everything needed for a Buddhist to understand and follow the path to enlightenment. The Tripitaka is a vast collection of sacred writings valued by all Buddhists. Therefore, it can be argued that a Buddhist can rely solely on the Tripitaka for instructions on how to live a virtuous life, engage in spiritual practice, and achieve liberation. It includes the rules of conduct as well as the teachings of the Buddha and treatises on those teachings. This focus allows for a clear and consistent practice based on the foundational scriptures of the Buddhist tradition. Different schools of Buddhism wrote their own texts so the Tripitaka is not the most important for every Buddhist. Ignoring these teachings limits the ability to adapt Buddhist practices to contemporary life and different cultural circumstances.

Question number	Indicative content
1(c) cont	<ul style="list-style-type: none"> The Buddha did not authorize the Tripitaka and other texts and interpretations may offer more practical guidance for lay practitioners trying to apply Buddhist principles in daily life. Each Buddhist must come to their own understanding of Buddhism to reach enlightenment. Relying solely on the Tripitaka could make Buddhism seem disconnected from the complexities of an individual Buddhist's life. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Question number	Answer	Reject	Mark
2(a)	<p>The candidate may answer this in a variety of ways.</p> <ul style="list-style-type: none"> 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). Passages are read from the Nirvana Sutra (1) describing his last days (1). Buddhists visit monasteries and temples (1) and spend their time in meditation (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> References to a different festival. 	(4)

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
2(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss the importance for Buddhists compared with other festivals using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Wesak celebrates the birth of the Buddha. It is said he was born out of his mother's side and immediately had the ability to walk and talk. This miraculous occurrence encourages Buddhists to follow him as an extraordinary individual. • Most Buddhists also celebrate the Buddha's enlightenment and his death at Wesak. Since it honours these foundational moments, Wesak is often considered the most important occasion for Buddhists to reflect on the life and teachings of the Buddha. • Buddhists may celebrate by the Bathing the Buddha ceremony, which purifies their minds from greed and ignorance. These practices help Buddhists reaffirm their commitment to the path of enlightenment, making Wesak not just a celebratory event but a transformative one. • It is an occasion when acts of generosity, such as giving to charity and caring for others, are also emphasised. These gifts emphasise the importance of the sangha, and are offered also to show respect and gratitude to the Buddha. • Nirvana Day may be more important for Buddhism as it remembers the day the Buddha died and reached Nirvana. This event is a reminder for Buddhists of the ultimate goal of the Buddhist path - liberation from suffering and the end of the cycle of reincarnation. • Nirvana Day reminds Buddhists that all life is impermanent. By contemplating impermanence, Buddhists can develop detachment from material and emotional attachments, reducing suffering and progressing on the path toward enlightenment, which is the central point of the religion. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Question number	Answer	Reject	Mark
3(a)	<p>There are many types of meditation in Buddhism and the candidate may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • Samatha is the Buddhist practice of calming the mind (1) by using mindfulness or breathing techniques (1). • 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). • Koan meditation is about questioning to help reach enlightenment (1), such as 'what is the sound of one hand clapping' (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Reasons why Buddhists meditate. 	(4)

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) • Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> • Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) • Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) • Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
3(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss the importance of viharas to Buddhist communities using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Viharas are used for meditation but also for education, which is vital for the community. Without viharas, there may be fewer opportunities for Buddhists to learn directly from experienced teachers, making them vital for the spiritual education and growth of both monastic and lay practitioners. • Viharas were originally monasteries and most still house monks and nuns, who help others towards enlightenment. Viharas are therefore essential in preserving the monastic tradition, which is a cornerstone of some Buddhist paths. • Viharas provide ministry and spiritual guidance for Buddhists in an area and also for non-Buddhists who want to learn mindfulness. They serve as spiritual hubs, offering a communal space for anyone who wants to strengthen their practice or receive instruction. • For practitioners focused primarily on personal meditation and inner transformation, a vihara may not be essential, as the spiritual path can be pursued independently of a formal monastery. Buddhism is primarily a religion where there is no requirement for group activities or group meditation. • There are many places without a vihara. Modern meditation centres may serve the same purpose as viharas, offering teachings, meditation, and a sense of community, suggesting that the physical vihara is not essential to Buddhist practice. • With the globalisation of Buddhism, the traditional role of the vihara as a monastic centre may become less central to many communities as Buddhist practice adapts to modern, urban, and secular contexts. <p>Accept any valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
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Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2017

Time 1 hour 30 minutes	Paper reference	4RS1/2B
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Religious Studies
PAPER 2: The religious community
Option 2B – Christianity

You do not need any other materials.	Total Marks
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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.
- 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. Write your answers in the spaces provided.

SECTION 1

Origins and their impact on the community

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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(6)

(c) Discuss the importance of Bethlehem compared to other places of pilgrimage for Christians.

In your answer you should include:

- reference to Christian teachings
- different points of view within Christianity
- links between teachings and points of view.

(10)

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(c) Discuss whether all church services should include a celebration of the Eucharist.

In your answer you should include:

- reference to Christian teachings
- different points of view within Christianity
- links between teachings and points of view.

(10)

TOTAL FOR PAPER = 60 MARKS

Paper 2: The religious community, Option B - Christianity
Mark scheme

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
1(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether the Bible is the only source of teachings a Christian needs using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Bible is the word of God. Since the Bible is seen as directly inspired by God, it is considered a perfect and complete guide for life and faith, making additional teachings unnecessary. The Bible contains the laws and commandments needed to be a good Christian. If the Bible provides clear guidance for salvation, then it can be argued that Christians do not need any additional teachings to live a life pleasing to God. The New Testament shows the example of Jesus, whom all Christians must follow. It makes Christian teaching accessible to all believers, regardless of their education, background or location, ensuring that everyone has the same spiritual guidance. The Bible alone may not provide clear answers to all theological questions, which is why many Christians rely on additional teachings from the Church to understand and apply biblical principles. Priests and ministers are specially educated to help lay people understand fully the words of God.

Question number	Indicative content
1(c) cont	<ul style="list-style-type: none"> The Bible does not contain advice on many modern issues, such as cyberbullying. In a rapidly changing world, additional teachings, interpretations, and reflections are necessary to address new challenges that the Bible does not explicitly mention. The Bible is rooted in the attitudes of the times it was written. The development of Christian teaching through councils like Nicaea shows that the Bible alone was not sufficient to resolve key theological issues, and additional teachings were necessary to clarify Christian beliefs. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
2(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss the importance of Bethlehem compared to other places of pilgrimage for Christians using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • According to the gospels, Bethlehem is where the son of God became human. Since Jesus' birth is considered a key moment in salvation history, Bethlehem is a site of profound spiritual importance, reminding Christians of the humility of Christ's beginnings and God's intervention in human history. • Jesus is the most important person in the Christian religion and the story of his birth is one of miraculous splendour. Bethlehem is a symbol of hope and divine love; it continues to draw pilgrims who seek to renew their faith and experience the significance of the nativity firsthand. • Jesus' birth in Bethlehem fulfilled an Old Testament prophecy in Micah and is therefore very important for Christians. The connection to prophecy underscores the importance of Bethlehem in the larger narrative of God's plan for salvation, making it an important place of pilgrimage for Christians seeking to connect with the fulfilment of biblical promises. • Although a spiritual experience, it is not necessary to travel from afar to worship God as he is omnipresent. From this perspective, pilgrimage is not essential to the Christian life because salvation depends on one's faith in Christ, not on performing external acts such as travel to holy sites. • There are other places of pilgrimage for Christians, such as Jerusalem, which are also important. For Christians who emphasise the teachings, actions, and sacrifice of Jesus during his adult life, sites associated with those events may be more important than Bethlehem. • Catholics often regard visiting the Vatican as a way to connect with the apostolic foundations of their faith and the global Christian community. As the spiritual and administrative heart of the Catholic Church, the Vatican is a critical pilgrimage site for millions of Catholics, often taking precedence over Bethlehem. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Question number	Answer	Reject	Mark
3(a)	<p>The candidate may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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). • There is a pulpit, which is a raised platform in the nave (1) that allows all people to hear the sermon and prayers (1). • There is a baptismal font (1) into which the holy water is poured when babies are christened (1). <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> • Any external features. 	(4)

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
3(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether all church services should include a celebration of the Eucharist using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Jesus told his followers to remember him by eating bread and drinking wine. By including the Eucharist in every service, Christians are following Christ's direct command, ensuring that this sacrament is at the heart of worship. Tradition shows that it was celebrated regularly by the early Church. Scripture confirms that the early Church regularly gathered to break bread (Acts 2:42), and the Eucharist came to be understood as the focal point of Christian liturgical life. It is a constant reminder of the death and resurrection of Christ. By including the Eucharist in every service, the Church consistently proclaims the central message of the Gospel, reminding believers of Christ's atoning sacrifice and the hope of eternal life. The words of Jesus were to show the new covenant, to replace Passover. In this way, the Eucharist can be understood as the defining act of specifically Christian worship, which sets them aside from their Jewish roots.

Question number	Indicative content
3(c) cont	<ul style="list-style-type: none"> Christians often gather together for the purpose of fellowship. Requiring the Eucharist in every service could limit the diversity of worship expressions within Christian communities, which are all valid ways of encountering God. Some Christians, such as Quakers, do not celebrate the Eucharist. For these traditions, prescribing the Eucharist may detract from their emphasis on prayer, scripture and the role of the sermon in spiritual formation. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
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Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2017

Time 1 hour 30 minutes	Paper reference	4RS1/2C
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Religious Studies
PAPER 2: The religious community
Option 2C – Hinduism

You do not need any other materials.	Total Marks
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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.
- 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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Answer ALL questions. Write your answers in the spaces provided.

SECTION 1

Origins and their impact on the community

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

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

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(c) Discuss whether the Vedas are the only source of teachings a Hindu needs to lead a good life.

In your answer you should include:

- reference to Hindu teachings
- different points of view within Hinduism
- links between teachings and points of view.

(10)

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(Total for Question 3 = 20 marks)

Pearson Edexcel International GCSE in Religious Studies (4RS1) – Sample Assessment Materials
Issue 4 – February 2025 © Pearson Education Limited 2025

Paper 2: The religious community, Option C - Hinduism
Mark scheme

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
1(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether the Vedas are the only source of teachings a Hindu needs to lead a good life using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Vedas are considered Shruti, meaning they are regarded to be direct revelations from the divine. This gives them a unique and authoritative status in Hinduism, making them the highest form of sacred scripture. The Vedas are the oldest Hindu teachings and therefore the most authentic. As the source of subsequent Hindu philosophies and scriptures, the Vedas are seen as the original blueprint upon which later texts and traditions are based. Since the Vedas are believed to contain the eternal truths and the will of the divine, some Hindus argue that these texts are sufficient to guide one's life and lead to righteousness. The Vedas are considered to be the foundation of all Hindu philosophical thought. Since they offer paths to both ethical living through Dharma and spiritual liberation through knowledge, they provide a comprehensive guide to leading both a worldly and spiritually good life.

Question number	Indicative content
1(c) cont	<ul style="list-style-type: none"> There are many other Hindu texts which are also important, such as the Upanishads and the Bhagavad Gita. Many Hindus derive moral and spiritual guidance from these later texts, which are often more practical and relatable to everyday life than the ancient, ritual-focused Vedas. There is far more to leading a good life than teachings - it is how people act that shapes their lives. Relying solely on the Vedas might overlook these other important approaches to spiritual growth and ethical living. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
2(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss the importance of the Ganges for Hindus using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Ganges is considered a goddess in Hinduism, Ganga Devi, and is worshipped as a divine entity. Hindus believe that the river descended from the heavens to purify humanity, and it holds the power to cleanse negative karma and aid in attaining moksha. • It is where Hindus pay homage to their ancestors and many Hindus throw the ashes of their dead into it. Its association with death and the afterlife gives the Ganges a deeply personal and existential importance for Hindus, especially for those hoping for liberation from samsara. • For Hindus, the Ganges symbolises the life-giving power of nature and is therefore considered present in all sacred waters. The goddess Ganga is invoked in all water used in worship. • Bathing in the Ganges is said to remove negative karma and make one born anew. The river's role in purification rituals gives it a unique and central role in Hindu practice as the spiritual benefits associated with it cannot be fully replicated elsewhere. • Hinduism is far more than just a river – it is a way of life. For Hindus, achieving moksha is possible through other means, making the river's importance less central compared to philosophical teachings, meditation or devotion to personal deities. • There are other places of pilgrimage for Hindus. Hinduism's diversity means that the importance of the Ganges is not universal. Other rivers, mountains, and temples can hold equal or greater importance depending on regional beliefs and practices. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
3(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether all mandirs should have the same features using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Hindu mandirs share a purpose, which is to unite human beings with a deity. Having uniform features across all mandirs could provide consistency in worship, ensuring that all Hindus, regardless of location or sect, experience a similar structure of temple worship. The mandir is a spiritual destination for Hindus. Mandirs are designed with deep symbolic meanings; for example, the layout is often viewed as a reflection of the cosmic order. Uniformity in these features would reinforce the theological symbolism behind temple worship and ensure that all mandirs maintain this sacred architecture. Mandirs are often at the centre of a Hindu community where celebrations and festivals happen. It could help create a sense of comfort for devotees travelling to new places, knowing that all mandirs share key elements of design and worship practices.

Question number	Indicative content
3(c) cont	<ul style="list-style-type: none"> Although they have the same purpose, Hindu mandirs often reflect the area they are in or the particular deities of the community. Mandirs should reflect these local beliefs and cultural practices. Imposing uniformity might limit the rich diversity that defines Hindu worship. In some schools of Hinduism, the mandir is primarily used for yoga, meditation and education, so it will be different to those used primarily for more formal worship. Standardising features could restrict the expression of these diverse activities. Ancient temples were built to ancient plans, often on rivers, but this is not practical for all mandirs in the 21st century. Allowing temples to adopt new designs and features helps keep the religion dynamic and relevant to contemporary society. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
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Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2017

Time 1 hour 30 minutes

Paper reference **4RS1/2D**

Religious Studies
PAPER 2: The religious community
Option 2D – Islam

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

SECTION 1

Origins and their impact on the community

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

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

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(Total for Question 1 = 20 marks)

SECTION 2

Celebration and pilgrimage

2 (a) Outline **two** features of Eid ul-Fitr.

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(b) Explain why Eid ul-Adha is important.

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(Total for Question 2 = 20 marks)

SECTION 3

Worship and practice

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

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

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(c) Discuss the importance of Jum'a prayer compared with other forms of Muslim worship.

In your answer you should include:

- reference to Muslim teachings
- different points of view within Islam
- links between teachings and points of view.

(10)

TOTAL FOR PAPER = 60 MARKS

Paper 2: The religious community, Option D - Islam
Mark scheme

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
1(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether the Qur'an is the only source of teachings a Muslim needs using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Qur'an is the direct revelation from Allah to Muhammad through the Angel Jibril. Since the Qur'an is believed to be infallible and divinely revealed, it is viewed as the only source Muslims need for spiritual guidance, without the need for additional texts or teachings. Many Muslims argue that the Qur'an provides comprehensive guidance on all matters of life, including morality, legal principles, social justice, and personal behaviour. The Qur'an contains clear instructions on how to live a righteous life and follow Allah's will. Muslims believe it is the only one of the holy books which has never been altered, so it is considered uncorrupted and reliably faithful to the will of Allah in a way that other sources are not. Many Muslims will argue that the Hadith and Sunnah are essential to understanding the Qur'an. While the Qur'an provides general principles, the Hadith and Sunnah offer specific examples of how the Prophet implemented these teachings in everyday life.

Question number	Indicative content
1(c) cont	<ul style="list-style-type: none"> Since new and complex issues arise in society, Muslims rely on scholars to provide interpretations and rulings based on the Qur'an and Hadith. Limiting teachings to the Qur'an alone may not address contemporary problems effectively. Throughout Islamic history, the consensus of the Muslim community has played an important role in shaping Islamic law and practice. The agreement of scholars on religious matters has been viewed as a source of guidance complementing the Qur'an. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
2(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether it is necessary to go on Hajj to be a true Muslim using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Hajj is one of the Five Pillars which are the foundational acts of worship in Islam. These pillars represent the core practices of Islam and fulfilling them is seen as essential to being a fully practising Muslim. The Qur'an specifically commands Muslims to perform Hajj if they are able to. • The purpose of Hajj is to demonstrate submission to Allah. It is an act of worship that represents ultimate devotion, sacrifice, and spiritual purification. By participating in the rituals of Hajj, Muslims express their obedience to Allah's will. • It promotes the bond of Islamic brotherhood and sisterhood. Since Hajj is a universal experience that reinforces the unity of the ummah, many argue that performing it is necessary for full participation in this global community of faith. • While physically performing Hajj is ideal, the spiritual objectives of the pilgrimage - purification, unity, and devotion - can be fulfilled through worship, prayer and dedication to Allah, even for those who cannot make the journey. • Some Muslims may argue that living according to Islamic principles in daily life - being kind, just, charitable and obedient to Allah's commands may be seen as more significant than completing Hajj, which may be a once-in-a-lifetime act. • Since Hajj is conditional upon one's ability, Muslims who are unable to perform it are not considered less devout. A Muslim can still be a true follower of Allah without having gone on Hajj if they are unable to afford it or are physically incapable. The Qur'an makes it clear that if people are unwell or too poor, then it is not an obligation. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
3(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss the importance of Jum'a prayer compared with other forms of Muslim worship using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The direct command from Allah elevates the importance of Jum'a prayer, marking it as more significant than individual prayers because it has a specific Qur'anic mandate. Most prayers are individual but Jum'a is done communally, in the mosque. Jum'a prayer brings Muslims together in congregation for worship, and this sense of community is a core part of its significance. It is one of the few moments in the week where Muslims from all walks of life gather to pray in the same place, which strengthens the bond of the ummah. Jum'a prayer is obligatory for adult Muslim men, and recommended for women, while other prayers can be prayed individually or in smaller groups. Missing Jum'a prayer without a valid reason is considered sinful, further elevating its importance in Islamic practice.

Question number	Indicative content
3(c) cont	<ul style="list-style-type: none"> • Salah is one of the Five Pillars, all of which are important. These five daily prayers form part of the foundation of a Muslim's daily life. These prayers are obligatory, and missing them without a valid reason is considered a serious neglect of one's religious duties. • Daily prayers may be considered more important because they offer Muslims the chance to cultivate a personal relationship with Allah on a regular basis. Jum'a prayer, being a communal act, is more about the collective worship experience, while the five daily prayers emphasise the personal, direct communication with Allah. • Although Jum'a prayer is obligatory for men, it is optional for women, who can pray Dhuhr at home instead. This suggests that while Jum'a is important, it is not universally obligatory in the same way the five daily prayers are, which apply equally to both men and women. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. (AO1) • Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
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Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2017

Time 1 hour 30 minutes	Paper reference	4RS1/2E
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Religious Studies
PAPER 2: The religious community
Option 2E – Judaism

You do not need any other materials.	Total Marks
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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.
- 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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Answer ALL questions. Write your answers in the spaces provided.

SECTION 1

Origins and their impact on the community

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

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

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Pearson Edexcel International GCSE in Religious Studies (4RS1) – Sample Assessment Materials
Issue 4 – February 2025 © Pearson Education Limited 2025

Paper 2: The religious community, Option E - Judaism
Mark scheme

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
1(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether the Tenakh is all a person needs to be a good Jew using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Tenakh contains the Torah, the Nevi'im and the Ketuvim, and is the foundational text of Judaism. It contains the key teachings, laws, narratives, and moral guidance that form the basis of Jewish belief and practice, and may be considered all the guidance a Jew may need. The Tenakh is considered to be divinely inspired. Since the Torah is viewed as the ultimate and most direct communication from God to the Jewish people, following its laws could be seen as sufficient for being a good Jew without needing additional sources of guidance. The ethical guidance found in the Tenakh provides a comprehensive framework for living a righteous and compassionate life. This includes the commandments to love one's neighbour, pursue justice, and care for the poor and vulnerable, suggesting that it could be enough for guiding moral behaviour in Judaism.

Question number	Indicative content
1(c) cont	<ul style="list-style-type: none"> The Talmud is also important as it explains how the laws must be carried out. The Tenakh offers the foundational laws, but the Oral Torah explains how these laws should be applied in practice. Without the Talmud, it would be difficult to fully understand the commandments and live according to Jewish law in the complexities of modern life. Since the Tenakh does not address such matters as medical ethics, technology, or global economic practices, rabbinic interpretations and rulings are necessary to navigate these new challenges while remaining true to Jewish values. Jewish life is deeply connected to communal practices, festivals, and rituals that have evolved through rabbinic guidance and are often rooted in post-Tenakh traditions. Being a good Jew requires engaging with this broader cultural and communal context. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Question number	Answer	Reject	Mark
2(a)	<p>The candidate may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • The house is stripped of all leavened food and drink (1) to remember the slaves leaving Egypt in a hurry (1). • 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). • 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). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Any other festival. 	(4)

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
2(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss the importance of Yom Kippur compared to other Jewish festivals using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Almost all Jews observe Yom Kippur even if they do not observe any other festival. The intense level of commitment to fasting and prayer symbolises the solemnity and gravity of Yom Kippur, marking it as a day of complete devotion to God, unlike other festivals that may include feasting and celebration. It is the Day of Atonement, set aside to atone for all the sins in the past year. This emphasis on repentance and returning to God reflects the profound spiritual depth of Yom Kippur. The idea of having one's sins forgiven and starting the new year with a clean slate underscores the essential nature of the festival in Jewish life. Yom Kippur is commanded in the Torah in Leviticus 16:29-30: 'On the tenth day of this seventh month is the Day of Atonement. It shall be a holy convocation for you. You shall afflict your souls...' Observing Yom Kippur is a biblical requirement, further solidifying its importance.

Question number	Indicative content
2(c) cont	<ul style="list-style-type: none"> Pesach is more commonly celebrated, even among non-observant Jews. It is celebrated with the Seder meal, storytelling and specific rituals that are deeply ingrained in Jewish family and communal life. Its focus on freedom, redemption and the foundation of Jewish identity makes it a contender for being the most important festival. Rosh Hashanah is the Jewish New Year and commemorates the creation of the world. Since Rosh Hashanah initiates the period of repentance that culminates in Yom Kippur, some may argue that it holds greater importance as the starting point of the Jewish spiritual calendar. The variety of festivals in the Jewish calendar allows Jews to engage with God and their faith in multiple ways, through joy, remembrance, liberation and spiritual renewal. It can be readily argued that it is not possible to rank festivals as they all have their own unique significance. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
3(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether it is important for synagogues to share the same features using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Most synagogues have a central hall for prayer and a room for study. These are the two main uses of a synagogue. Uniformity in synagogue design and structure ensures that Jews, regardless of where they are in the world, can easily participate in worship without confusion or unfamiliarity. It reinforces the universal aspects of Jewish tradition. All synagogues have a ner tamid, the eternal light, an Ark where the Sefer Torah is kept and a bimah. By ensuring that these key features are present in all synagogues, Jewish communities maintain a connection to their shared history and spiritual heritage, reinforcing the centrality of these symbols in Jewish life. Synagogues are not just community centres but also sacred spaces where Jews connect with the Almighty. Having consistent architectural features across synagogues helps to create an atmosphere conducive to reverence and devotion.

Question number	Indicative content
3(c) cont	<ul style="list-style-type: none"> Historically, synagogues have reflected the countries they are in, for example in China there is a synagogue that looks like a Buddhist temple. Allowing for variations in synagogue features respects the rich diversity within Judaism and enables different Jewish communities to express their unique traditions and identities. Some synagogues are more like community centres than the places of worship. The functional diversity of synagogues requires flexibility in their design. A synagogue that serves as a house of study may prioritise different features than one that focuses on worship, and imposing uniform features could limit the ability of synagogues to meet the specific needs of their communities. In Jewish history there have been countless times when it was impossible for Jews to pray in a synagogue. As long as there is a minyan, Jews can pray anywhere so it can be argued that it does not matter what a synagogue looks like. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
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Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2017

Time 1 hour 30 minutes

Paper reference **4RS1/2F**

Religious Studies
PAPER 2: The religious community
Option 2F – Sikhism

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.
- 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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(c) Discuss whether the Guru Granth Sahib is the only source of teachings a Sikh needs.

In your answer you should include:

- reference to Sikh teachings
- different points of view within Sikhism
- links between teachings and points of view.

(10)

(Total for Question 1 = 20 marks)

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(Total for Question 3 = 20 marks)

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Paper 2: The religious community, Option F - Sikhism
Mark scheme

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
1(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether the Guru Granth Sahib is the only source of teachings a Sikh needs using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Guru Granth Sahib is regarded as the final, sovereign, eternal living Guru. As the eternal Guru, the Guru Granth Sahib serves as a complete guide for Sikhs, containing all teachings needed to lead a life aligned with Sikh principles. It eliminates the need for any other texts or external teachings. Guru Gobind Singh declared the Guru Granth Sahib to be the final and eternal Guru for Sikhs, ending the lineage of human Gurus. This transition established the scripture as the sole, authoritative teacher for all future generations. The Guru Granth Sahib addresses a wide array of moral and ethical concerns, including social justice, humility, self-discipline, and service to others. These teachings apply to all aspects of life, providing Sikhs with a foundation for personal and communal conduct. There are issues in the modern world which are not addressed by the Guru Granth Sahib. The Rahit Maryada offers practical guidelines that are essential for living as a Sikh, drawing from the wisdom of the Guru Granth Sahib. This suggests that both are necessary for a comprehensive understanding of Sikh practice.

Question number	Indicative content
1(c) cont	<ul style="list-style-type: none"> Sikhism emphasises the importance of the sangat as a source of support, guidance and learning. Through community worship and discussion, Sikhs deepen their understanding of the Guru Granth Sahib and apply its teachings collectively. Other Sikh texts, such as Dasam Granth, associated with Guru Gobind Singh, and various biographies of Guru Nanak, offer insights into Sikh history, philosophy, and practices not covered by the Guru Granth Sahib. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
2(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss the importance for Sikhs of making a pilgrimage to Amritsar using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Harmandir Shib of Amritsar is the holiest shrine in Sikhism and Sikhs can visit it to say prayers and make offerings. This can reignite a Sikh's spiritual journey and encourage them to live by the principles of Sikhism.

Question number	Indicative content
2(c) cont	<ul style="list-style-type: none"> Visiting Amritsar allows Sikhs to connect physically and spiritually with their religious roots, deepening their relationship with Sikh teachings and reinforcing their faith. Visiting Amritsar offers Sikhs an opportunity to understand and honour the sacrifices of their ancestors, which strengthens their cultural and historical identity and fosters pride in their heritage. Guru Nanak told Sikhs that pilgrimage was unnecessary as Waheguru is all around. A Sikh can cultivate faith and live by Sikh principles without ever visiting Amritsar as the essence of Sikhism lies in one's actions and connection to God rather than physical travel. Financial, logistical or health-related limitations may prevent some Sikhs from visiting Amritsar, but this does not lessen their commitment to the Sikh faith or their ability to live according to its principles. By focusing on their local gurdwara, Sikhs can maintain a connection to their faith in their everyday lives, and strengthen their ties with the sangat, without needing to rely on a pilgrimage to Amritsar for spiritual fulfilment. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
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1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. (AO1) Provides a superficial analysis that uses undeveloped arguments to consider different aspects but with little consideration of how they interrelate, underpinned by isolated elements of understanding of religion and belief. (AO2)
2	4–6	<ul style="list-style-type: none"> Demonstrates limited understanding of religion and belief. (AO1) Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> Demonstrates accurate understanding of religion and belief. (AO1) Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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

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

Level	Mark	Descriptors
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (3 marks) AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (3 marks) Guidance to markers All traits carry equal weighting.		
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited use of religious terms and limited understanding of religion and belief through superficial coverage of relevant religion, beliefs and values. (AO1) Limited judgements demonstrated through simplistic explanation of significance and influence of beliefs and values. (AO2)
2	3–4	<ul style="list-style-type: none"> Use of religious terms is mostly appropriate and shows mostly accurate understanding of religion and belief through good coverage of relevant religion, beliefs and values. (AO1) Good judgements demonstrated through mostly developed explanation of significance and influence of beliefs and values. (AO2)
3	5–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows accurate understanding of religion and belief through comprehensive coverage of relevant religion, beliefs and values. (AO1) Comprehensive judgements demonstrated through well-developed explanation of significance and influence of beliefs and values. (AO2)

Question number	Indicative content
3(c)	<p>The candidate must underpin their analysis and evaluation with knowledge and understanding. The candidate 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 candidate will develop responses to discuss whether the main purpose of a gurdwara is as a place of prayer using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The gurdwara was set up as a place where Sikhs could meet for congregational prayer and worship. The emphasis on collective worship suggests that prayer is a central purpose of the gurdwara as it provides a space for Sikhs to fulfil this duty and grow in their faith alongside their community. • The gurdwara is the home of the Guru Granth Sahib. Since the Guru Granth Sahib is considered the eternal Guru, prayer and connection with its teachings are seen as the core reason for the gurdwara's existence, making it a sacred place for spiritual growth and worship. • It is a place for religious ceremonies, bringing the Sikh community together. The fact that these key life events take place in the gurdwara reinforces the view that its primary role is to provide a sacred setting for prayerful rituals. • A gurdwara is also a community centre, offering food, shelter and companionship to those who need it. These activities suggest that the gurdwara has a broader role, functioning as a place for community-building and education as much as for prayer. • Gurdwaras usually have a langar. The langar is a practical expression of Sikh values of equality, humility, and service. The gurdwara's role in providing langar illustrates that sewa and social service are equally important functions of the space. • Gurdwaras are open to everyone, regardless of caste, gender or religion, embodying the Sikh commitment to equality. The welcome of all visitors reinforces this principle and the view that the gurdwara serves as a place to foster inclusivity. <p>Accept any other valid response. (10 marks)</p>

Level	Mark	Descriptor
AO1 – Demonstrate knowledge and understanding of religion, beliefs and values (4 marks)		
AO2 – Analyse and evaluate aspects of religion, beliefs and values, including their significance and influence (6 marks)		
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2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. (AO1) • Provides a basic analysis that uses some developed arguments to consider different aspects with limited consideration of how they interrelate, underpinned by limited understanding of religion and belief. (AO2)
3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. (AO1) • Provides a good analysis that uses logical chains of reasoning to consider different aspects and how they interrelate but not always in a sustained way, underpinned by a sound understanding of religion and belief. (AO2)
4	9–10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. (AO1) • Provides a sustained and coherent analysis that uses logical chains of reasoning to consider different aspects and how they interrelate in a sustained way, underpinned by thorough understanding of religion and belief. (AO2)

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