

INTERNATIONAL GCSE

Religious Studies (9-1)

SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International GCSE in Religious Studies (4RS1)

For first teaching September 2017

First examination June 2019



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Edexcel, BTEC and LCCI qualifications

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Introduction

The Pearson Edexcel International GCSE in Religious Studies is designed for use in schools and colleges. It 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 penalised for omissions.
- Examiners should mark according to the mark scheme - not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- Where 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.

Write your name here

Surname

Other names

Pearson Edexcel

Level 1/Level 2

International GCSE (9–1)

Centre Number

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Candidate Number

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Religious Studies

Paper 1: Beliefs and Values

Sample assessment material for first teaching
September 2017

Time: 1 hour 45 minutes

Paper Reference

4RS1/01

You do not need any other materials.

Total Marks

Instructions

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

Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk** (*), marks will be awarded for your ability to structure your answer logically showing how the points that you make are related or follow on from each other where appropriate.

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 ☐. Indicate which religion you have chosen to answer from by marking a cross ☐.

Chosen question number: **Question 1** ☐ **Question 2** ☐

Chosen religion:

Buddhism ☐

Christianity ☐

Hinduism ☐

Islam ☐

Judaism ☐

Sikhism ☐

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

EITHER

- 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 **three** ways in which the world appears to be designed.

(6)

1

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2

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3

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(12)

(Total for Question 1 = 25 marks)

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

OR

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

(3)

1

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2

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3

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(b) Outline **two** teachings about greed in the religion you have chosen.

(4)

1

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2

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(c) Explain **three** beliefs about free will.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

1

2

3

(d) God caused the world to exist.

Do you agree?

Give reasons for your answer, showing you have considered another point of view. In your answer you should refer to at least one religion.

(12)

(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 ☐. Indicate which religion you have chosen to answer from by marking a cross ☐.

Chosen question number: **Question 3** ☐ **Question 4** ☐

Chosen religion: **Buddhism** ☐
 Christianity ☐
 Hinduism ☐
 Islam ☐
 Judaism ☐
 Sikhism ☐

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

EITHER

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

(3)

1

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2

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3

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(b) Outline the roles of men and women in the family.

(4)

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(c) Explain why there are different attitudes to homosexuality in the religion you have chosen.

(6)

DO NOT WRITE IN THIS AREA

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

Do you agree?

Give reasons for your answer, showing you have considered another point of view. In your answer you should refer to at least one religion.

(12)

(Total for Question 3 = 25 marks)

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

OR

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) Outline the teaching on the sanctity of life in the religion you have chosen.

(4)

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

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(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 ☐. Indicate which religion you have chosen to answer from by marking a cross ☐.

Chosen question number: **Question 5** ☐ **Question 6** ☐

Chosen religion:

Buddhism ☐

Christianity ☐

Hinduism ☐

Islam ☐

Judaism ☐

Sikhism ☐

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

EITHER

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 the role of the United Nations.

(4)

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(c) Explain **three** reasons why conflict occurs.

(6)

1

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 5 = 25 marks)

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

OR

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) Outline the attitude to alcohol in the religion you have chosen.

(4)

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(c) Explain why some people support capital punishment.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.

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

Do you agree?

Give reasons for your answer, showing you have considered another point of view. In your answer you should refer to at least one religion.

(12)

(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 ☐. Indicate which religion you have chosen to answer from by marking a cross ☐.

Chosen question number: **Question 7** ☐ **Question 8** ☐

Chosen religion: **Buddhism** ☐
 Christianity ☐
 Hinduism ☐
 Islam ☐
 Judaism ☐
 Sikhism ☐

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

EITHER

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) Explain why racial harmony should be promoted in the religion you have chosen.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.

(d) All religious people should be pluralist.

Do you agree?

Give reasons for your answer, showing you have considered another point of view. In your answer you should refer to at least one religion.

(12)

(Total for Question 7 = 25 marks)

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

OR

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

(3)

1

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2

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3

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(b) Outline how equality is shown in the religion you have chosen.

(4)

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

(6)

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

Do you agree?

Give reasons for your answer, showing you have considered another point of view. In your answer you should refer to at least one religion.

(12)

(Total for Question 8 = 25 marks)

TOTAL FOR PAPER = 100 MARKS

Mark Scheme International GCSE Religious Studies

Paper 1

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

Question number	Answer	Reject	Mark
1(b)	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> • God is omnipotent (1), which means he is all powerful (1). • God is omniscient (1), which means he is all seeing and all knowing (1). • God is omnibenevolent (1), which means he loves everyone (1). Accept any other alternative 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	
1(c)	<p>Students will develop responses 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 responses. (6 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Limited use of religious terms (AO1). • Description of relevant religion, beliefs and values is mostly satisfactory (AO2). • Gives a partial explanation of the significance and influence of beliefs and values (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows understanding (AO1). • Explanation of relevant religion, beliefs and values is comprehensive (AO2). • Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).

Question number	Indicative content
1(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses 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 • 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 • it is how we use free will that will decide what happens after death • 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. <p>Accept any other valid responses. (12 marks)</p>

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

Question number	Answer	Reject	Mark
2(a)	<p>Award 1 mark for each point identified up to a maximum of 3:</p> <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). <p>Accept any other alternative valid response.</p>	<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), which is called dukkha (1). Greed should be avoided (1) as it is one of the Five Hindrances to enlightenment (1). Accept any other alternative 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 alternative 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 one of the four goals in life (1), Artha, to gain wealth by honest and lawful means (1). Hindus should not be greedy however (1), as helping those less fortunate is admired (1). Accept any other alternative 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 is the key to trouble (1) as it leads to sin (1). Greed is caused by Shitan (1) and is the enemy of the soul (1). Accept any other alternative 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) 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 is the provider for all needs (1) so 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). • There is the law of tzedakah (1), which is an obligation to give to charity (1). <p>Accept any other alternative 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)
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 steal 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 alternative 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>Students will develop responses 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	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Limited use of religious terms (AO1). • Description of relevant religion, beliefs and values is mostly satisfactory (AO2). • Gives a partial explanation of the significance and influence of beliefs and values (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows understanding (AO1). • Explanation of relevant religion, beliefs and values is comprehensive (AO2). • Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).

Question number	Indicative content	
2(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses 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 • if the universe had a beginning, then something must have caused it as it could not have happened by accident • it must have been caused by something which did not need to be caused itself • God is eternal – he has no beginning and no end – he is outside time, therefore he must have caused the world to exist • if everything has to have a cause, then God would have to have a cause • scientific explanations for how the world began do not need God to explain it. <p>Accept any other alternative valid responses. (12 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level	Mark	Descriptor
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>Award 1 mark for each point identified up to a maximum of 3:</p> <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). <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> • A named family, e.g. the Simpsons. 	(3)

Question number	Answer	Reject	Mark
3(b)	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <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). <p>Accept any other alternative 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
3(c) Christianity	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <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. <p>Accept any other valid responses. (6 marks)</p>
3(c) Buddhism	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <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. <p>Accept any other valid responses. (6 marks)</p>
3(c) Hinduism	<p>Students will develop responses 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 responses. (6 marks)</p>

<p>3(c)</p> <p>Islam</p>	<p>Students will develop responses 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 his own conscience. <p>Accept any other valid responses. (6 marks)</p>
<p>3(c)</p> <p>Judaism</p>	<p>Students will develop responses 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 responses. (6 marks)</p>
<p>3(c)</p> <p>Sikhism</p>	<p>Students will develop responses 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 responses. (6 marks)</p>

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

Question number	Indicative content	
3(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses 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 • 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 • human beings have rights to make all other decisions about their own bodies, so why is this different • the hospice movement means that there is no reason for anyone to live in pain, so there is no need for euthanasia • the sanctity of life says that God gave life, and only he can take it away. <p>Accept any other valid responses. (12 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between, many but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level	Mark	Descriptor
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

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 alternative valid response.	<ul style="list-style-type: none"> • Reasons why people would use them. 	(3)

Question number	Answer	Reject	Mark
4(b) Christianity	For each characteristic, award 1 mark for each description and 1 mark for development. <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 makes humans different to animals (1). • God plans each individual life (1) and knows each person completely (1). Accept any other alternative 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)
4(b) Buddhism	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> • All Buddhists have intimate Buddhist nature (1), which means they have the ability to become enlightened (1). • All life is sacred (1) and this extends to animals and plants (1). • It is the first precept (1) to abstain from harming living things (1). Accept any other alternative 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)
4(b) Hinduism	For each characteristic, award 1 mark for each description and 1 mark for development. <ul style="list-style-type: none"> • All life is sacred (1) as we all have part of the divine soul in us (1). • This is part of Brahman (1) and therefore to hurt another is to hurt Brahman (1). • Hurting others would affect your karma (1), which in turn would lead to a poorer afterlife (1). Accept any other alternative 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)
4(b) Islam	For each characteristic, award 1 mark for each description and 1 mark for development. <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). Accept any other alternative 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
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 makes humans different from animals (1). • The Almighty plans each individual life (1) and knows each person completely (1). <p>Accept any other alternative 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) 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). • Suffering is the result of bad karma (1) and people are encouraged to make the best of a bad situation in order to improve their next life (1). <p>Accept any other alternative 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>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • all religions teach about life after death and therefore there must be some truth in it • 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? <p>Accept any other valid responses. (6 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Limited use of religious terms (AO1). • Description of relevant religion, beliefs and values is mostly satisfactory (AO2). • Gives a partial explanation of the significance and influence of beliefs and values (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows understanding (AO1). • Explanation of relevant religion, beliefs and values is comprehensive (AO2). • Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).

Question number	Indicative content	
4(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • abortion is the same as murder, which is banned in all religions • it goes against the sanctity of life, which says only God can take a life • human life should always be protected and abortion does not do this • if people only had sex within marriage, abortion would not be necessary • in cases of medical need, sometimes abortion is necessary to save the mother's life • it can be seen as compassionate if the baby is too poorly to survive and will live a life of pain. <p>Accept any other valid responses. (12 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

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

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

Question number	Indicative content	
5(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • it is protection for the rest of the population, which is important as society needs to feel safe • 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 • if someone has taken a life, they don't deserve to be allowed to live theirs freely • Jesus taught that people should be forgiven, not seven times but seventy-seven times • 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 responses. (12 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level	Mark	Descriptor
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

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 alternative 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"> The Five Precepts are the basis of Buddhist morality (1) and the fifth one warns against alcohol (1). Drinking alone is bad as it is seeking release (1) and drinking socially is to conform (1). Even small amounts can affect consciousness (1) and large amounts can be devastating (1). <p>Accept any other alternative 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"> Some Christians allow alcohol (1) because Jesus turned water into wine (1). The communion service uses wine (1) to represent the blood of Christ (1). Methodists do not drink alcohol (1) as the Bible says our bodies are given by God (1). <p>Accept any other alternative 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"> Some Hindus make a vow to abstain in general (1) from sex, alcohol, drugs (1). Some Hindus use alcohol in a sacred way (1), using it as an offering to the gods (1). There is no general religious ban as Hindus generally make their own decisions on such matters (1), although the misuse of alcohol has been recognised by the authorities in India (1). <p>Accept any other alternative 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) Islam	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> The majority of Muslims do not drink alcohol (1) as Allah banned intoxicants (1). Drinking alcohol is haram (1). It is totally banned in the Qur'an (1). Muhammad said that it was the mother of all evils (1) and that alcoholism was a disease (1). <p>Accept any other alternative 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) Judaism	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> Alcohol is allowed as long as it is kosher (1) as the Torah allows it in moderation (1). Wine is used for Kiddush and havdallah (1) and many mitzvot are observed with a glass of wine (1). Wine is considered the king of beverages (1), bringing pleasure to the Almighty and to man (1). <p>Accept any other alternative 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) Sikhism	<p>For each characteristic, award 1 mark for each description and 1 mark for development.</p> <ul style="list-style-type: none"> Many things which are harmful are banned in Sikhism (1), such as anything intoxicating (1). Some Sikhs see the prohibition as to intoxication (1) so allow alcohol in moderation (1). The Guru Granth Sahib warns against alcohol (1) even if the wine is made from the Ganges (1). <p>Accept any other alternative 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	
6(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <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. <p>Accept any other valid responses. (6 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Limited use of religious terms (AO1). • Description of relevant religion, beliefs and values is mostly satisfactory (AO2). • Gives a partial explanation of the significance and influence of beliefs and values (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • Use of religious terms is appropriate and shows understanding (AO1). • Explanation of relevant religion, beliefs and values is comprehensive (AO2). • Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).

Question number	Indicative content	
6(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses 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 • the Second World War was declared by a lawful authority but that did not make it righteous • innocent people will always get caught up in war, regardless of whether that is the aim or not • the Ten Commandments say do not murder and this cannot be followed in war • sometimes war is the only way to end a situation and if it is to bring about a better situation then it is just • as long as only legitimate targets are attacked then the aim is just. <p>Accept any other valid responses. (12 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level	Mark	Descriptor
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
7(a)	<p>Award 1 mark for each point identified up to a maximum of 3:</p> <ul style="list-style-type: none"> • clean water (1) • access to healthcare (1) • free speech (1) • religious freedom (1) • gender equality (1). <p>Accept any other alternative valid response.</p>	<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 (1) to prevent discrimination in the workplace (1). • There are specialist schools and colleges (1) for children who need more specialist access to education (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 alternative 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>Students will develop responses 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, 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 • the concept of samsara means that Buddhists believe that each person has been born many times as many different beings – this suggests that physical differences are impermanent and unimportant; we have all been born as members of different races and nationalities • 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 responses. (6 marks)</p>
7(c) Christianity	<p>Students will develop responses 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 responses. (6 marks)</p>
7(c) Hinduism	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • the Hindu idea of caste is supposed to ensure social and racial harmony as each part of society has their own part to play to ensure a peaceful whole • 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 responses. (6 marks)</p>

Question number	Indicative content
7(c) Islam	<p>Students will develop responses 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 must treat people well • the example of Malcolm X shows that the ummah is made up of people of different races and that Allah loves us all 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 responses. (6 marks)</p>
7(c) Judaism	<p>Students will develop responses 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 responses. (6 marks)</p>
7(c) Sikhism	<p>Students will develop responses 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 responses. (6 marks)</p>

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

Question number	Indicative content	
7(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses 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 because they were born in the wrong place • for Christians, Jesus said 'my father's house has many rooms', which many believe means that he accepts all people • 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 • 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 responses. (12 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.

Level	Mark	Descriptor
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
8(a)	<p>Award 1 mark for each point identified up to a maximum of 3:</p> <ul style="list-style-type: none"> • racial discrimination (1) • religious discrimination (1) • gender discrimination (1) • discrimination against disability (1) • cultural discrimination (1). <p>Accept any other alternative valid response.</p>	<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, people are judged not on race or gender (1) but on what actions they 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 alternative 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 alternative 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 all animals are equal to humans (1). • Many Hindus are vegetarian (1) and many temples keep sacred animals (1). • Hindus believe all are equal in the spiritual realm (1) as all are part of the endless cycle of life (1). <p>Accept any other alternative 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 had a black prayer caller at his final sermon (1). • Men and women are equal before Allah (1) and will be judged on their piety, not their gender (1). <p>Accept any other alternative 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 alternative 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, 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 alternative 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>Students will develop responses 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 people to live a comfortable life without having to work themselves for some people, inequalities in life are a result of bad choices for some, charity begins at home. <p>Accept any other valid responses. (6 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited use of religious terms (AO1). Description of relevant religion, beliefs and values is mostly satisfactory (AO2). Gives a partial explanation of the significance and influence of beliefs and values (AO2).
Level 2	4–6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding (AO1). Explanation of relevant religion, beliefs and values is comprehensive (AO2). Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2).

Question number	Indicative content	
8(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Students will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • all humans are created by God and 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 • human rights should not change depending on the government or ruling class • 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 responses. (12 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.

Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Write your name here

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Other names

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Level 1/Level 2

International GCSE (9–1)

Centre Number

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Religious Studies

Paper 2: The Religious Community

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

Paper Reference

4RS1/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from **either** Part A Buddhism, Part B Christianity, Part C Hinduism, Part D Judaism, Part E Islam or Part F Sikhism.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk** (*), marks will be awarded for your ability to structure your answer logically showing how the points that you make are related or follow on from each other where appropriate.

Advice

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

Turn over ►

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

PART A: Buddhism

Section 1: Origins and their Impact on the Community

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

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

(6)

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(c) The Tripitaka is the only teaching a Buddhist needs.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 1 = 20 marks)

Section 2: Celebration and Pilgrimage

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

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(b) Explain why Kapilavastu is important for Buddhists.

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(c) Wesak is the most important festival for Buddhists.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 2 = 20 marks)

Section 3: Worship and Practice

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

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

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(c) You cannot have a Buddhist community without a vihara.

Discuss this statement considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 3 = 20 marks)

TOTAL FOR PART A = 60 MARKS

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

PART B: Christianity

Section 1: Origins and their Impact on the Community

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

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

(6)

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(c) The Bible is the only teaching a Christian needs.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 1 = 20 marks)

Section 2: Celebration and Pilgrimage

2 (a) Outline **two** ways in which Christians celebrate Easter.

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(b) Explain why **two** events in Holy week are important.

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(c) Bethlehem is the most important place of pilgrimage for Christians.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 2 = 20 marks)

Section 3: Worship and Practice

3 (a) Outline **two** internal features of a place of Christian worship.

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(b) Explain why marriage is important for Christians.

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- (c) You need to attend a church service that involves communion in order for it to be a proper service.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 3 = 20 marks)

TOTAL FOR PART B = 60 MARKS

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

PART C: Hinduism

Section 1: Origins and their Impact on the Community

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

(4)

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

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(c) The Vedas are the only teaching a Hindu needs to lead a good life.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 1 = 20 marks)

Section 2: Celebration and Pilgrimage

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

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(b) Explain why Diwali is important for Hindus.

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(c) Hinduism would not be Hinduism without the Ganges.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 2 = 20 marks)

Section 3: Worship and Practice

3 (a) Outline **two** forms of devotion in the home.

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(b) Explain why marriage is important in Hinduism.

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(c) All mandirs should be the same.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 3 = 20 marks)

TOTAL FOR PART C = 60 MARKS

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

PART D: Judaism

Section 1: Origins and their Impact on the Community

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

(4)

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

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(c) The Tenakh is all a person needs to be a good Jew.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

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(Total for Question 1 = 20 marks)

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(6)

(c) Yom Kippur is the most important festival to observe.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

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(Total for Question 2 = 20 marks)

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(c) All synagogues should be the same.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 3 = 20 marks)

TOTAL FOR PART D = 60 MARKS

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

PART E: Islam

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.

(4)

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

(6)

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(c) The Qur'an is the only teaching a Muslim needs.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 1 = 20 marks)

Section 2: Celebration and Pilgrimage

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

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(b) Explain why Ramadan is important.

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(c) A true Muslim will go on Hajj.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 2 = 20 marks)

Section 3: Worship and Practice

3 (a) Outline **two** rituals associated with marriage in Islam.

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

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(c) Jum'a prayer is the most important prayer.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 3 = 20 marks)

TOTAL FOR PART E = 60 MARKS

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

PART F: Sikhism

Section 1: Origins and their Impact on the Community

- 1 (a) Outline **two** teachings of Guru Nanak.

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- (b) Explain why the role of the granthi is important in the gurdwara.

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(c) The Guru Granth Sahib is the only teaching a Sikh needs.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 1 = 20 marks)

Section 2: Celebration and Pilgrimage

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

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(b) Explain why Baisakhi is important for Sikhs.

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(c) All Sikhs should go to Amritsar.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 2 = 20 marks)

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(6)

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(c) A gurdwara's main purpose should be prayer.

Discuss this statement, considering the arguments for and against.

In your answer you should include:

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

(10)

(Total for Question 3 = 20 marks)

TOTAL FOR PART F = 60 MARKS
TOTAL FOR PAPER = 60 MARKS

Buddhism

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

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

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

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

Question number	Answer	Reject	Mark
2(a)	<p>There are many types of meditation in Buddhism and The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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 alternative valid response.</p>	<ul style="list-style-type: none"> • Reasons why Buddhists meditate. 	(4)

Question number	Answer	Reject	Mark
2(b)	<p>The student who describes the death rituals rather than explain why they are important will get only 2 marks.</p> <ul style="list-style-type: none"> • Death is important for the deceased (1) as it marks the transition from one life into another life as rebirth begins (1). • Death rituals are important for those who are left as it reminds them of the impermanence of life (1), which is the essence of Buddhism (1). • It allows those left to help the transition by taking part in acts (1) which transfer merit to those who have died (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below. The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Viharas are used for meditation (1) but also for education which is vital for the community (1). • Viharas were originally monasteries (1) and most still house monks and nuns who help others towards enlightenment (1). • Viharas provide ministry and spiritual guidance for Buddhists (1) in an area and also for non-Buddhists who want to learn mindfulness (1). • Buddhism is primarily a religion of the self (1), and there is no need for group activities or meditation (1). • There are many areas without a vihara (1) so it is not essential (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
3(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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 alternative valid response.</p>	<ul style="list-style-type: none"> • References to a different festival. 	(4)

Question number	Answer	Reject	Mark
3(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • It is said to be the birthplace of Gautama Buddha (1), without whom there would be no modern-day Buddhism (1). • There are lots of historical sites such as the monastery at Kutan (1) where the Buddha stayed (1). • It is the most sacred place of pilgrimage for Buddhists as it is where the Buddha saw the sights (1) which so affected his teaching (1). • It is where the Buddha returned after his enlightenment (1), to share his sermons (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below. The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Wesak celebrates the birth of the Buddha (1) and is therefore the most important festival (1). • Most Buddhists also celebrate the Buddha's enlightenment (1) and his death at Wesak, making it a major celebration (1). • Buddhists may celebrate by the Bathing the Buddha ceremony (1), which purifies their minds from greed and ignorance (1). • Gifts are offered to show respect and gratitude to the Buddha (1). Gifts are also offered to orphans and those less well off (1). • Nirvana Day is more important for Buddhism as it remembers the day Buddha died and reached Nirvana (1), which is the aim of all Buddhists (1). • Nirvana Day reminds Buddhists that all life is temporary and impermanent (1), which is the central point of the religion (1). <p>Accept any other valid responses. (10 marks)</p>

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

Christianity

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • Vicars are representative of God on earth (1) and typically take control of a parish (1). • Methodist ministers often serve on a circuit (1) so may work in a variety of churches (1). • Catholic priests work in the person of Christ (1) doing the work of Christ on earth (1). <p>Accept any other alternative 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 student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • It is in three of the gospels (1) and it is therefore considered historically accurate (1). • The baptism of Jesus (1) marks the beginning of his public ministry (1). • It marks the point (1) where the Holy Spirit descended on him (1). • His baptism is the basis of the rite of baptism for Christians (1), making it important today (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below. The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Bible is the word of God (1) and therefore nothing else is needed (1). • The Bible contains the laws and commandments (1) needed to be a good Christian (1). • The New Testament shows the example of Jesus (1), whom all Christians must follow (1) • Priests and ministers are educated (1) to help lay people to fully understand the words of God (1). • The Bible does not contain advice on many modern issues (1) such as cyberbullying (1). • The Bible is rooted in the morals of the times it was written (1); the world is more enlightened today (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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
2(b)	<p>The student 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 (1), which is not allowed if they are not married (1). • It is the place where children should be brought up (1), in a secure and safe environment (1). • Marriage provides love and companionship (1), which symbolises the love God has for the Church (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • A communion service (1) remembers the Last Supper (1). • Jesus told his followers to remember him (1) by eating bread and drinking wine (1). • Tradition shows that it was done weekly by the early church (1), on the first day of the week (1). • It is a constant reminder (1) of the death and resurrection of Christ (1). • The words of Jesus were to show the new covenant (1), to replace Passover, which happens once a year (1). • Jesus' teachings are more important, to spread his love of humanity to all people (1); many modern churches have fewer communion services but are vibrant and active in their ministry (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
3(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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 alternative 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
3(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • Palm Sunday is the day that Jesus went into Jerusalem on a donkey (1), fulfilling the Old Testament prophesy, 'See your king comes to you, gentle and riding on a donkey' (Zech). • The Last Supper was a Passover meal when Jesus gave his last instructions to his disciples (1) and commanded them to gather in his name and drink wine and eat bread (1). • The crucifixion is important as it shows Jesus as a humble man (1) without whom humanity would not have been saved (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • According to the gospels (1), Bethlehem is where the son of God became human (1). • Jesus is the most important person in the Christian religion (1) and the story of his birth is one of miraculous splendour (1). • Jesus' birth in Bethlehem fulfilled Old Testament prophecy in Micah (1) and is therefore very important for Christians (1). • Although a spiritual experience (1), it is not necessary to travel afar to worship God as he is omnipresent (1). • There are other places of pilgrimage for Christians (1), such as Lourdes, which are equally important (1). <p>Accept any other valid responses. (10 marks)</p>

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

Hinduism

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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 alternative valid response.</p>	<ul style="list-style-type: none"> • Reasons why they are important. 	(3)

Question number	Answer	Reject	Mark
1(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • He is one of the most popular gods, an incarnation of Vishnu, the highest deity (1), although he is a great god in his own right (1). • He is seen as a great warrior, hero, teacher and philosopher (1) and there are stories which show all these different sides to his personality (1). • Krishna performed many miracles (1) and these have formed the basis of many devotional cults (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Vedas are the oldest Hindu teachings (1) and therefore the most authentic (1). • They are considered to be superhuman texts (1), not written by man (1). • They are revelations by ancient sages after meditation (1) and the creation of them is credited to Brahma (1). • They are considered to be the foundation (1) of all Hindu philosophical thought (1). • There are many other Hindu texts which are also important (1), such as the Upanishads and the Bhagavad Gita (1). • There is far more to leading a good life than teachings (1) - it is how we act that shapes our lives (1). <p>Accept any other valid responses. (10 marks)</p>

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

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

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • Traditionally, marriages were arranged (1) and they are about friendship and stability (1) rather than love (1). • Marriage is an important duty for Hindus (1). It is the most important stage of life (1) where they are starting a new family group (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Hindu mandirs share a purpose (1), which is to bring gods together with human beings (1). • The mandir is a spiritual destination for Hindus (1) where puja takes place (1). • A mandir is often the centre of a Hindu community, where celebrations and festivals happen • Although they have the same purpose (1), Hindu mandirs often reflect the area they are in, or the particular deities of the community (1). • In some schools of Hinduism, the mandir is primarily used for yoga, meditation and education (1) so will be different to those used primarily for more formal worship (1) • Ancient temples were built to ancient plans, often on rivers (1), but this is not practical for all mandirs in the 21st century (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
3(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> 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 alternative valid response.</p>	<ul style="list-style-type: none"> Any other festival. 	(4)

Question number	Answer	Reject	Mark
3(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> It is the new business year (1), and it looks towards wealth and prosperity for the year ahead (1). It is a time for spring cleaning (1), for new starts and new beginnings (1). It is the biggest festival, celebrated worldwide (1), with lights, fireworks, presents, uniting the Hindu community (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Ganges is the most sacred river for Hindus (1) as it represents the goddess Ganga (1). • It is where Hindus pay homage to their ancestors (1) and many Hindus throw the ashes of their dead into it (1). • The goddess Ganga is invoked in all water used in worship (1) and is therefore present in all sacred waters (1). • A dip in the Ganges is said to remove sins (1) and make one born anew (1). • Hinduism is far more than just a river (1) – it is a way of life (1). • There are other places of pilgrimage for Hindus (1), such as Mahamaham (1). <p>Accept any other valid responses. (10 marks)</p>

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

Judaism

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> 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 alternative valid response.</p>	<ul style="list-style-type: none"> Stories attributed to others, e.g. Moses. 	(3)

Question number	Answer	Reject	Mark
1(b)	<p>The student may choose any Jewish person who has contributed to Judaism.</p> <ul style="list-style-type: none"> Moses Maimonides was a Jewish philosopher (1), physician, scientist whose work is still used today (1). He wrote a commentary on the Mishna (1), the Jewish oral law (1). He influenced historical thought (1), his medical and scientific writings are still relevant and he influenced philosophers such as Spinoza and Leibniz (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Tenakh is the Torah (1), which is the five books of Moses, containing all the mitzvot (1). • It also contains the Nevi'im (the Prophets) (1) and the Ketuvim (the writings) (1). • The Tenakh is considered to be divinely inspired (1). • All the rules for living a Jewish life are written in the Torah (1). • The Talmud is also important (1), as it explains how the laws must be carried out (1). • There are many modern issues which have no laws (1) and therefore the teachings of modern rabbis are also needed (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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) where 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 alternative valid response.</p>	<ul style="list-style-type: none"> • Any ritual which is not specifically Jewish. 	(4)

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • It is commanded by the Almighty to keep the Sabbath holy (1) and to keep its laws and customs (1). • It is a reminder of the creation of the world (1); the Almighty rested on the seventh day and observed his creation (1). • Shabbat is a reminder of the covenant (1) where the Almighty promised to look after his people in return for their faith. • Judaism is a religion based on the family (1) and Shabbat is a time to get together and spend time with family (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Most synagogues have a central hall for prayer and a smaller room for study (1) as these are the two main uses of a synagogue (1). • All synagogues have a Ner Tamid, the eternal light, an Ark, where the scrolls are kept, the Ten Commandments and a bimah (1). • Orthodox Judaism separates men and women during worship (1) whereas the Reform movement allows men and women to sit together (1). • Historically, synagogues have reflected the countries they are in (1), for example in China there is a synagogue that looks like a Buddhist temple (1). • Some synagogues are more of a community centre than a place of worship (1) and include a large kitchen, a day centre for the elderly, and a library (1). • As long as there is a minyan (1), Jews can pray anywhere so it doesn't matter what a synagogue looks like (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
3(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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 alternative valid response.</p>	<ul style="list-style-type: none"> • Any other festival. 	(4)

Question number	Answer	Reject	Mark
3(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • It is the site of the ancient Temple in Jerusalem (1), the centre of the spiritual world, the site where Isaac was offered for sacrifice (1). • Despite Jerusalem being destroyed many times, the Western Wall remains a symbol of the covenant (1) with the Almighty (1). • It is the focus for prayers, three times a day for thousands of years (1). Tradition says that all the prayers in the world come to the Western Wall before they ascend to heaven (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Almost all Jews observe Yom Kippur (1), even if they don't observe any other festival (1). • It is the Day of Atonement (1), set aside to atone for all the sins in the past year (1). • It is a time for asking forgiveness from God (1), having reconciled with others prior to the day (1). • It is a complete Sabbath (1) – no work must be done and Jews must fast for 25 hours, most of which is spent in the synagogue in prayer (1). • Passover is more commonly celebrated (1), even among non-observant Jews (1). • Rosh Hashanah is the Jewish New Year (1) which commemorates the creation of the world (1). <p>Accept any other valid responses. (10 marks)</p>

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

Islam

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> The Imam leads the worship in the mosque (1) as a man of Allah (1). It is believed that they are chosen by Allah (1) to be leaders in the community (1). The Imam knows and understands the Qur'an (1) and can recite it beautifully (1). <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> Answers about faith 	(4)

Question number	Answer	Reject	Mark
1(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> The Sunnah is all the things the Prophet said (1) and did in his lifetime (1). It is all the wishes and prohibitions of Allah brought through Muhammad (1) and he serves as the best example for all Muslims because of this (1). To live as Muhammad did is the best life (1). He lived as a live Qur'an and life lived accordingly will be rewarded (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Qur'an is the central teaching of Islam (1), it is direct revelation from Allah to Muhammad pbuh through the Angel Jibril (1). • It is the only religious text which has never been altered (1), so it is as valid today as it was 1,500 years ago (1). • There are many ways to show how much the Qur'an is respected (1), such as wudu, putting it on a high shelf, keeping it immaculately clean and so on (1). • There are problems in the world which don't have answers in the Qur'an (1) so sometimes other teaching is needed (1). • Sharia law is based on the Qur'an (1) but also uses modern understanding of the world to come to decisions (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • Marriage is often arranged between families as dating is not allowed (1) so the couple are not a love match (1). • 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. <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> • Rituals associated with marriage but not in Islam. 	(4)

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • The mosque is a place where Muslims can gather to pray communally (1) as an ummah (1). • It is often the centre of a community (1), housing a school, a library, a study group and a nursery (1). • The mosque is a place where Muslims from all over the world will recognise (1) and feel a sense of belonging even in a strange country (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • It is so important (1) that it is mentioned in the Qur'an (1). • Most prayers are individual (1) but it is done communally, in the mosque (1). • According to Muhammad, the angels note down by name who attends the mosque for jum'a prayer (1). More rewards are given for those who attend the mosque on Friday (1) • Salah is one of the Five Pillars (1), all of which are important (1). • Allah will notice if any prayer is not prayed (1), at any time and for any reason (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
3(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> 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 alternative valid response.</p>	<ul style="list-style-type: none"> Any other festival. 	(4)

Question number	Answer	Reject	Mark
3(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> Ramadan is the month that the Qur'an was revealed to Muhammad (1) and it is the month when the gates of Heaven are open (1). The gates of Hell are shut (1) and the devils are chained up (1). It is a month of fasting from sunrise to sunset (1), a true test of faith which will be rewarded (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Going on Hajj is one of the Five Pillars (1) and it is a mandatory religious obligation for all Muslims (1). • The rituals performed on Hajj, such as drinking from the well of Zamzam (1), cannot be done anywhere else (1). • The tradition is believed to trace right back to Abraham (1), who was ordered by Allah to leave Hagar and Ishmael (1), there after fleeing Sarah's jealousy (1). • It promotes the bond (1) of Islamic brother and sisterhood (1). • Islam makes it clear that if people are unwell or too poor then it is not an obligation (1). <p>Accept any other valid responses. (10 marks)</p>

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

Sikhism

Question number	Answer	Reject	Mark
1(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • 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 alternative valid response.</p>	<ul style="list-style-type: none"> • Teachings related to other people. 	(4)

Question number	Answer	Reject	Mark
1(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • The granthi is the ceremonial reader of the Guru Granth Sahib in the gurdwara (1) who has often trained for many years (1). • Granthis may be male or female (1) to show that all are equal in God (1). • Granthis are seen as principal religious officials of Sikhism (1) and are usually very learned people (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Guru Granth Sahib is the central religious scripture of Sikhism (1) and it is regarded as the final, sovereign, eternal living Guru (1). • The Sikh scripture is called the Guru Granth Sahib (1), which is considered the revealed Word of God spoken through Sikh Gurus and other blessed Saints (1). • It was revealed directly from the divine (1) and all answers regarding religion and morality can be found with the Guru Granth Sahib (1). • The Guru Granth Sahib is a spiritual guide (1), not only for Sikhs but for the whole of humanity (1). • There are issues in the modern world which are not addressed by the Guru Granth Sahib (1) and therefore more modern scholars are also required (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
2(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • Kesh (uncut hair) (1) as a symbol of holiness and strength (1). • Kara (a steel bracelet) (1) as a symbol of restraint and gentility (1). • Kanga (a wooden comb) (1) to symbolise a clean mind and body (1). <p>Accept any other alternative valid response.</p>	<ul style="list-style-type: none"> • Any other festival. 	(4)

Question number	Answer	Reject	Mark
2(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • It is the beginning of a new Sikh family (1) by mixing two families together (1). • It is considered the best union for adults (1), to give companionship on their spiritual journey through life (1). • It is seen as the joining of two souls before God (1). • It is seen as the natural state to be in in adulthood (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses 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 (1) for congregational prayer and worship (1). • It is the home of the Guru Granth Sahib (1), which makes it a holy place (1) • It is a place for religious ceremonies (1), bringing the Sikh community together (1) • It is a place where children learn the Sikh faith, ethics, customs, traditions and texts (1). • A gurdwara is also a community centre (1), offering food, shelter and companionship to those who need it (1). • Sikhs gurdwara is the langar, where they serve food to anyone who wants a meal (1); to pride themselves on their service to others and a big part of the community (1). <p>Accept any other valid responses. (10 marks)</p>

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

Question number	Answer	Reject	Mark
3(a)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • They are the associated with the Gurus (1); their birthdays or their martyrdom (1). • The gurburb 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 alternative valid response.</p>	<ul style="list-style-type: none"> • Any other festival. 	(4)

Question number	Answer	Reject	Mark
3(b)	<p>The student may answer this in a variety of ways.</p> <ul style="list-style-type: none"> • It remembers Guru Gobind Singh Ji (1) creating the khalsa in 1699 (1). • It is a time traditionally for initiation ceremonies to take place (1) and for young Sikhs to think seriously about their faith (1). • It is a time for families to spend time together (1), with traditional pastimes such as wrestling and Bhangra (1). <p>Accept any other alternative 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)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> the Golden Temple of Amritsar is the holiest shrine in Sikhism (1) and Sikhs visit the Golden Temple to offer prayers and make offerings (1) and to swim in the waters (1). it is also a place of political pilgrimage (1), following Operation Blue Star (1) it is a perfect example of Sikhism, allowing everyone, Sikh and non-Sikh alike, into the Temple (1) where all are fed in the communal langar and all give thanks to God together (1). Guru Nanak told Sikhs that pilgrimage was unnecessary as God is all around (1) the cultivation of inner knowledge is the key to Sikhism (1) and that takes place within oneself (1). <p>Accept any other valid responses. (10 marks)</p>

Mark	Descriptor
0	No acceptable response.
1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of religion and belief. Identifies information/issues and makes superficial connections between a limited range of elements within the question. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
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10–12	<ul style="list-style-type: none"> Demonstrates sustained accurate and thorough understanding of religion and belief. Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence leading to a fully justified conclusion.

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