

International GCSE

Religious Studies (9–1) (Modular)

Sample Assessment Materials

Pearson Edexcel International GCSE in Religious Studies (Modular) (4XRS1)

First teaching September 2023

First examination June 2024

First certification August 2025

Issue 1



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Introduction

The Pearson Edexcel International GCSE (9-1) in Religious Studies (Modular) is designed for use in schools and colleges. It is part of a suite of International GCSE modular 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.

The sample assessment materials in this document are derived from the existing Edexcel International GCSE (9-1) in Religious Studies, which is linear in design. Design, structure and layout of the exam papers across both qualifications are the same but in the modular qualification candidates are able to sit and resit individual units in different series.

Both linear and modular routes are designed to provide the same level of demand overall while providing candidates with a choice of assessment options.

Note: Within International GCSE (9-1) in Religious Studies (Modular), assessments are referred to as units. This is to support the modular nature of the qualification as each individual assessment is entered for as a separate unit.

General marking guidance

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

Marking guidance for levels based mark schemes

How to award marks

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

Finding the right level

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

Placing a mark within a level

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

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

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

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2023

Time 1 hour 45 minutes

Paper
reference

4WRS1/01

Religious Studies (Modular)

UNIT 1: Beliefs and Values

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 unit 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.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

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 .

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

1 (a) Identify **three** beliefs about the nature of human beings.

(3)

1

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2

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3

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(b) Outline **two** contrasting beliefs about freewill.

(4)

1

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2

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(c) Choose **one** religion. Explain why its followers believe they have a responsibility to care for the planet.

(6)

Area with horizontal dotted lines for writing the answer.

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) "Science explains the world we live in; there is no need for God."

Evaluate this statement, showing you have considered different points of view.

In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 25 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

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

2 (a) Identify **three** examples of natural evil.

(3)

1

2

3

(b) Outline **two** non-religious attitudes to the existence of an ultimate reality.

(4)

1

2

(c) Choose **one** religion. Explain what its followers believe about sin.

(6)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) "If everything is predestined there is no point in trying to live a good life."

Evaluate this statement, showing you have considered different points of view.

In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

(Total for Question 2 = 25 marks)

SECTION 2

Life and Death

Write your answers in the spaces provided.

Answer EITHER Question 3 OR Question 4 for your chosen religion.

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

3 (a) Identify **three** reasons why some people choose not to have children.

(3)

1

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2

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3

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(b) Choose **one** religion. Outline **two** attitudes to divorce.

(4)

1

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2

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) "Allowing an abortion may be the most loving thing to do."

Evaluate this statement, showing you have considered different points of view.

In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

(Total for Question 3 = 25 marks)

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

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

4 (a) Identify **three** ways religious people may respond to problems in a marriage. (3)

1

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2

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3

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(b) Choose **one** religion. Outline **two** beliefs about the role of women in the family. (4)

1

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2

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain the ideas non-religious people have about the meaning and purpose of life.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing.

(d) "Religious people should never use contraception."

Evaluate this statement, showing you have considered different points of view.

In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

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DO NOT WRITE IN THIS AREA

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(Total for Question 4 = 25 marks)

SECTION 3

Peace and Conflict

Write your answers in the spaces provided.

Answer EITHER Question 5 OR Question 6 for your chosen religion.

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

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

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

5 (a) Identify **three** benefits of reforming criminals.

(3)

- 1
- 2
- 3

(b) Outline **two** ways religion may lead to conflict.

(4)

- 1
- 2

(c) Choose **one** religion. Explain why some of its followers support the use of capital punishment.

(6)

Area with horizontal dotted lines for writing the answer.

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) "It is impossible to prevent bullying."

Evaluate this statement, showing you have considered different points of view.

In your answer you should refer to at least one religion.

(12)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 5 = 25 marks)

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

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

6 (a) Identify **three** beliefs about capital punishment. (3)

1

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2

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3

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(b) Outline **two** differences between sins and crimes. (4)

1

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2

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(c) Choose **one** religion. Explain its attitude towards bullies.

(6)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) "Religious people should be peacemakers."

Evaluate this statement, showing you have considered different points of view.

In your answer you should refer to at least one religion.

(12)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 6 = 25 marks)

SECTION 4

Rights, Equality and Social Justice

Write your answers in the spaces provided.

Answer EITHER Question 7 OR Question 8 for your chosen religion.

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

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

7 (a) Identify **three** ways those of a different race should be treated.

(3)

1
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(b) Choose **one** religion. Outline two teachings about the treatment of the poor.

(4)

1
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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain why some religious people may not want to live in a multi-faith society.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) "Freedom of speech is dangerous for society."

Evaluate this statement, showing you have considered different points of view.

In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 7 = 25 marks)

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

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

8 (a) Identify **three** non-religious beliefs about racial harmony. (3)

1

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2

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3

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(b) Choose **one** religion. Identify two reasons why some of its followers may disagree with some human rights.

(4)

1

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain different non-religious responses to the treatment of the poor.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) "Men and women are equal in society."

Evaluate this statement, showing you have considered different points of view.

In your answer you should refer to at least one religion.

(12)

Area with horizontal dotted lines for writing the answer.

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 8 = 25 marks)

TOTAL FOR UNIT = 100 MARKS

Unit 1: Beliefs and Values
Mark scheme

Question number	Answer	Mark
1(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • People are born sinful (1) • People learn bad behaviour (1) • Everyone has a spark of the divine (1) • People are selfish (1) • People are driven by innate behaviours (1). <p>Accept any other valid response.</p>	(3)

Question number	Answer	Reject	Mark
1(b)	<p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Some believe that God gave humanity the freedom to choose (1), a person can use this freedom to do good or do evil (1). • Some believe that every action is predetermined (1), God already knows the choices a person will make (1). • Some believe in partial freewill (1). An individual therefore has some influence on events but some are controlled by a higher power (1). <p>Candidates who give only one type of belief cannot go above 2 marks.</p> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/development. • Development that does not relate both to the belief given and to the question. 	(4)

Question Number	Indicative content
1(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • Many Buddhists believe in the inter-relatedness of all things. Harming one part of the environment is the same as harming all of it, including humans. • Buddhists have a duty to show metta and compassion to all living things since ahimsa teaches they should do no harm to anything. Disrupting a habitat causes harm. • Buddhists ensure their actions will be beneficial not only to themselves but to the whole planet, since the Noble Eightfold Path teaches Buddhists to practise right action. Many consider this to mean they should live simply. • The Dalai Lama said: 'We are the generation with the awareness of a great danger. We are the ones with the responsibility and the ability to take steps of concrete action, before it is too late.' Many Buddhists will therefore work to sustain their environment. <p>Accept any other valid response. (6)</p> <hr/> <p>Christianity:</p> <ul style="list-style-type: none"> • Christians believe God created the world. He gave Adam the duty to care for his creation and this responsibility applies to all humanity. • They believe God has loaned the planet to humanity and will expect it back in good condition. They therefore have a responsibility to care for the environment on God's behalf, and encourage others to do the same. • Jesus taught that not a sparrow falls to the ground outside God's care, therefore all living things are of value to God, and should be cherished and protected. • Most Christians believe God gave humans the responsibility of stewardship. They should cultivate the land but treat it with respect, using it wisely and not overusing it. <p>Accept any other valid response. (6)</p> <hr/> <p>Hinduism:</p> <ul style="list-style-type: none"> • Hindus believe all living things are sacred; as a consequence, being respectful of creation will bring an individual good karma. Treating the environment badly may have consequences in the next life. • The atman is part of Brahman so therefore killing a living thing is comparable to harming the Divine. As a consequence, many Hindus are vegetarian. • Hindus believe in the inter-relatedness of all things, therefore righteous action concerning the environment is essential. Treating the environment without respect will increase suffering. • The Assisi declaration stressed the idea that humanity is just one aspect of the way in which God is revealed through evolution. They may be the highest form of life at the moment but that brings responsibility. <p>Accept any other valid response. (6)</p>

Question Number	Indicative content
1(c) cont	<p>Islam:</p> <ul style="list-style-type: none"> • Muslims believe Allah created the world. He gave humanity the duty to care for his creation and treat it with honour as the work of Allah. • Muslims believe they will be held accountable for their guardianship of the world on the Day of Judgement. Humans should therefore treat the world with respect, as they are responsible for their actions before God. • Pollution is a current concern due to human wastefulness. The Qur'an teaches Muslims not to be wasteful as Allah does not like those who commit excess. This attitude reduces waste and pollution. • Many Muslims believe they are the khalifah of the planet. They can use the land Allah gave but they should never exploit it. <p>Accept any other valid response. (6)</p>
	<p>Judaism:</p> <ul style="list-style-type: none"> • Jewish people believe the Almighty created the world. He gave humanity the duty to care for his creation, cherishing it as God's work. • They believe God has loaned the planet to humanity and will expect it back in good condition. They therefore have a responsibility to care for the environment on the Almighty's behalf, and encourage others to do the same. • God created everything with a purpose and Jews should not destroy it needlessly. For example, the Torah contains explicit instructions not to cut down fruit trees, even in times of war. • Most Jews believe God gave humans the responsibility of stewardship. They should cultivate the land but treat it with respect, using it wisely and not overusing it. <p>Accept any other valid response. (6)</p>
	<p>Sikhism:</p> <ul style="list-style-type: none"> • The Guru Granth Sahib teaches that Sikhs should show respect and responsibility to the creation, bearing in mind the needs of future generations as they use it. • Many Sikhs believe in the inter-relatedness of all things. Harming one part of the environment is the same as harming all of it. As a consequence some Sikhs are vegetarian. • Every life, not just human life, contains the spark of Waheguru, so nature cannot be destroyed or exploited without humans also suffering. • Sikhs are encouraged to develop mastery over their own desires. In doing this they can cultivate and use the land without greed to help maintain the environment in balance. <p>Accept any other valid response. (6)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 comprehensive (AO2)

Question number	Indicative content	Mark
1(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Scientists have offered explanations for the origins of the universe. The Big Bang theory suggests that matter arose as a result of an explosion and solidified into the planets without the need for a creator to oversee the process. • Science offers evidence to support its assertions. For example, Red Shift suggests the universe started from a single point and that the planets continue to move outwards. • Science offers explanations for the way the world is today. For example, plate tectonics and erosion determine the landscape, evolution and survival of the fittest explain the flora and fauna. • Scientists cannot yet explain what went before the Big Bang and what triggered the event. The theory remains as yet unproven. Some Christians suggest the Big Bang was the mechanism God used to begin the process of creation. • The world, in its splendour, may appear to be designed to benefit human life. For example, earth lies in the Goldilocks Belt, neither too hot nor too cold to sustain human life, implying an all-knowing creator. • Muslims believe Allah works in the world today. Religious experiences cannot be proven or disproven by science since they depend on faith. <p>Accept any other valid response.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
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 among 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 and makes superficial connections 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 makes connection 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	Mark
2(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • Earthquake (1) • Flood (1) • Tsunami (1) • Landslide (1) • Hurricane (1). <p>Accept any other valid response.</p>	(3)

Question number	Answer	Reject	Mark
2(b)	<p>Award one mark for providing an attitude. Award a second mark for development of the attitude. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Most non-religious people believe there is nothing beyond this world (1). There is no ultimate reality acting in the world that affects their lives (1). • Non-religious people may search for scientific evidence to explain the inexplicable (1), believing that one day science will provide the answer to every question (1). • Some non-religious people believe that there may be an ultimate reality (1). Since it does not appear to act in the world it is of no concern to them (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude/ development. • Development that does not relate both to the attitude given and to the question. 	(4)

Question number	Indicative content
2(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • In Buddhism many believe there is no concept of sin. Since sin is an act against the will of an individual deity the idea of sin has no place in Buddhism. • The whole universe is subject to the law of kamma, every action has an inevitable effect that operates independently of any deity. • Some Buddhists consider sin to be those actions which transgress the universal moral code. As such sin is a human construct and is evidence of ignorance and stupidity. • Many Buddhists believe that a wicked man needs instruction and guidance; punishment will not correct the ignorance of the wrongdoer. <p>Accept any other valid response. (6)</p>
	<p>Christianity:</p> <ul style="list-style-type: none"> • Most Christians believe sin is an act of disobedience against God's will. Sin separates humans from God and, without repentance, brings punishment. • God gave humans free will so an individual may decide to act in a sinful way. Only God can act to save the sinner through the sacrifice of Christ. • All humans are descended from Adam and Eve and can choose to disobey God. Original sin was the result of Adam and Eve giving in to Satan's temptations in the Garden of Eden. As punishment they were banished and made to work the earth. • Through belief in Jesus Christ, Christians believe they can escape eternal punishment for their sins. They can confess their sins and seek God's forgiveness in order to be reunited with God in heaven. <p>Accept any other valid response. (6)</p>
	<p>Hinduism:</p> <ul style="list-style-type: none"> • Hindu scriptures contain many references to sin and sinful behaviour; most Hindus believe sin is a consequence of neglecting one's dharma. The main causes of sin are believed to be egotism, attachment and delusion. • Sin can come from both intentional actions and unintentional actions, and also through negligence and ignorance which can lead to unintentional sin. • There is no concept of original sin in Hinduism, rather sin is the opposite of virtue. It is difficult to follow the laws of God without sinning, but humans are obliged to try. • Hindus believe there are many ways a person can cleanse their sins, improve their behaviour and conduct and thereby increase their chances of liberation. <p>Accept any other valid response. (6)</p>

Question number	Indicative content
2(c) cont.	<p>Islam:</p> <ul style="list-style-type: none"> • Muslims believe that life is a test; Allah weighs an individual's good deeds against their sins on Judgement Day, punishing those whose sins outweigh their good deeds. • Allah has sent guidance to all Muslims through the Qur'an and the prophets. A sin is therefore any act which goes against the will of Allah. • The Prophet Muhammad once said, 'Righteousness is good character, and sin is that which you do not want people to know about'. This illustrates the shameful nature of sin. • There is no concept of original sin in Islam. Followers are responsible for their own deeds. They try their best to follow God's law but still fall short of Allah's standards and must seek forgiveness. <p>Accept any other valid response. (6)</p>
	<p>Judaism:</p> <ul style="list-style-type: none"> • Judaism considers breaking any of the 613 mitzvot in the Torah as a sin. Jewish people consider that sinning is an inevitable part of life since no human is perfect. • Within Judaism sin has many classifications and degrees, but no sin committed with willful intent will go unpunished. Wrongdoing committed in ignorance is not considered sinful since a person cannot sin if they didn't know it was wrong. • Sins between people may be considered more severe than sins between a person and the Almighty. A Jew can atone for sins to God at Yom Kippur but must actively seek forgiveness from people they have sinned against. • The Almighty gave humans free will, yet people are weak by nature, and inclined to do evil. God, in his mercy, allows people to repent and be forgiven their sins. <p>Accept any other valid response. (6)</p>
	<p>Sikhism:</p> <ul style="list-style-type: none"> • In Sikhism sin is used to describe an action that violates a religious or moral code, as it is an action that has been forbidden or is considered wrong. • Forgetfulness of God is considered the greatest sin in Sikhism. Causes of sin can include the four rivers of fire: violence, attachment, greed and anger. • Sikhism has no concept of original sin, rather a Sikh must work out his own liberation through prayer, service and good deeds. • The Guru Granth Sahib declares that all sins are destroyed by devotion to Waheguru and through his favour. It considers true knowledge to be the greatest purifier. <p>Accept any other valid response. (6)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 comprehensive (AO2)

Question number	Indicative content	Mark
2(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Allah is all-knowing (Surah 15:131) therefore he already knows the outcome of the test of life for each individual so whatever a person chooses to do cannot change that outcome. • Some believe that everyone should live the life they want in spite of God's plan for them; God is merciful and will forgive a sinner's mistakes. • Some Christians believe that living a good life without belief in God and the saving grace of Jesus has no value in the afterlife. If God has predestined some to heaven and some to hell then good actions are of no consequence. • Sikhs believe that life is pre-destined, what a person does, speaks and hears is already pre-ordained so a believer simply has to follow the path laid down by Waheguru and live a good life. • Many Christians believe that 'Faith without works is dead' (James 2:26), making it vital to live a good life to ensure salvation. They believe a person is justified by his actions, not just by faith. • Many non-religious people believe it is important to live a good life and abide by the law since helping each other makes the world a better place for everyone. <p>Accept any other valid response.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
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 among 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 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	Mark
3(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • Religious vocation (1) • To protect the environment (1) • Career (1) • They carry a genetic disorder (1) • They can't afford it (1). <p>Accept any other valid response.</p>	(3)

Question number	Answer	Reject	Mark
3(b)	<p>Award one mark for providing an attitude. Award a second mark for development of the attitude. Up to a maximum of four marks.</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • Most Buddhists accept divorce (1), because marriage has no particular religious significance (1). • An unhappy marriage may cause suffering (1), in some circumstances divorce may be better than living in a loveless marriage (1). • Divorce may be considered a compassionate action (1), since unhappiness may prevent the couple achieving enlightenment (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	(4)
	<p>Christianity:</p> <ul style="list-style-type: none"> • Many Christians are opposed to divorce (1) since marriage is a promise made before God (1). • Many Christians accept that in some circumstances divorce may be the lesser of two evils (1), for example, in cases of abuse (1). • Some consider the potential harm to the children to outweigh any advantage of divorce (1), and may wait to separate until the children are adults (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	(4)
	<p>Hinduism:</p> <ul style="list-style-type: none"> • Some Hindus disagree with divorce (1) since it may harm their children (1). • A bad marriage may cause a couple to live in hatred (1), divorce may be better than living in a loveless marriage (1). • Some may believe that ending a marriage means they have failed to fulfill their dharma (1), so they will try to work out their problems (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	(4)

	<p>Islam:</p> <ul style="list-style-type: none"> • Most Muslims believe that divorce is acceptable (1) if a marriage has broken down (1). • Muhammad said, 'The most detestable of lawful things before Allah is divorce' (1). Divorce may have a negative impact on a family (1). • Most Muslims see divorce as regrettable (1), but in some circumstances it may be better than living in a loveless marriage (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	(4)
	<p>Judaism:</p> <ul style="list-style-type: none"> • Most Jewish people believe divorce is acceptable (1) if a marriage has broken down (1). • Some Jews oppose divorce (1), because marriage is a contract that involves the Almighty (1). • Most Jews see divorce as regrettable (1), but in some circumstances divorce may be better than living in a loveless marriage (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	(4)
	<p>Sikhism:</p> <ul style="list-style-type: none"> • Some Sikhs are opposed to divorce (1) because the Gurus did not divorce (1). • Some Sikhs accept divorce (1) if the marriage has broken down (1). • Most Sikhs see divorce as regrettable (1), but in some circumstances divorce may be better than living in a loveless marriage (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated attitude / development. • Development that does not relate both to the attitude given and to the question. 	(4)

Question number	Indicative content
3(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some religious people believe in life after death because it makes sense of life on earth. They see the trials of this life as preparation for the life to come. • Many Christians believe everyone is born with original sin and a tendency to do wrong. Belief in Jesus and the saving power of God's forgiveness allows them to overcome their sinful nature and be accepted into heaven. • Muslims believe this life is Allah's way of testing the value of their soul. Paradise is the reward for a life well lived in obedience to Allah, and those who remain faithful in spite of suffering. • Some religious people believe in life after death because their holy books are believed to be infallible. The Bible, for example, paints a graphic picture of the joys of heaven contrasted with the fiery pit of hell. <p>Accept any other valid response. (6)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 comprehensive (AO2)

Question number	Indicative content	Mark
3(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Most Muslims would allow an abortion if continuing the pregnancy would put the life of the mother at risk. Her death would not only impact the life of the foetus but also that of any existing children and the wider family. <p>Buddhists believe that the kammic consequences of an action are dependent on the intention behind the act; if the decision to abort is borne out of loving intent it may not have any negative consequences.</p> <ul style="list-style-type: none"> • Some Christians believe the foetus does not become human until between the 40th and 80th days from conception. Some may argue that very early abortions in specific circumstances, such as to save the foetus from suffering, should be allowed. • Most Christians are opposed to abortion because it breaks the commandment not to kill. The Church of England teaches that the life of the foetus is entitled to the same respect as that of an adult. It can never be loving to end a life that God has given. • Most Jewish people would not accept abortions, based on the sanctity of life. The Mishnah says that whoever destroys a life it is as though he destroyed the whole world. It is wrong to consider such an act could ever be the Almighty's will. • Sikhs regard all humanity as created by Waheguru and containing a spark of Waheguru within it. It would not show love of God to abort a life uniquely given by him. <p>Accept any other valid response.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
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 among 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 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 makes 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	Mark
4(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • Pray (1) • Feel shame (1) • Seek help from family (1) • Talk to a priest (1) • Seek a divorce (1). <p>Accept any other valid response.</p>	(3)

Question number	Answer	Reject	Mark
4(b)	<p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddhism does not have formal models of family life (1). Women should be focused on their personal responsibility for their own behaviour (1). • The Sigalovada Sutta teaches both the husband and wife should treat each other with respect (1). The wife manages the home and family and the husband shares responsibility with his wife (1). • The roles of men and women are influenced by the prevailing culture (1). For example, Buddhists living in Muslim countries often adopt a male-led family structure (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/development. • Development that does not relate both to the belief given and to the question. 	(4)
	<p>Christianity:</p> <ul style="list-style-type: none"> • Some Christians believe God made men and women differently (1), giving men authority over the family (1). • Some Christians believe both men and women were created in the image of God (1), they should share responsibilities and privileges (1). • Many believe women's primary responsibility is to nurture the family (1), as a result women are often responsible for childcare whilst men are the providers (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/development. • Development that does not relate both to the belief given and to the question 	(4)

	<p>Hinduism:</p> <ul style="list-style-type: none"> • Some Hindus believe women’s role lies in supporting family life (1), playing an important role in the religious practice of the family (1). • Some Hindu communities accept that men and women are of equal value (1), consequently a Hindu woman may also work outside the home in such families (1). • Women who are mothers are highly respected (1), and expected to fulfil their dharma by caring for the children (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to the question. 	(4)
	<p>Islam:</p> <p>Muslims believe that men and women complement each other (1). Traditionally the woman’s role is in the home and the man’s role is as provider (1).</p> <ul style="list-style-type: none"> • The Qur’an recognizes the biological differences between men and women (1). Men are generally regarded as protectors of women and families whilst women have children (1). • In some modern Muslim communities women are educated and pursue careers (1). Nevertheless, it is still expected that their primary role is to nurture and teach the children (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to the question. 	(4)

	<p>Judaism:</p> <ul style="list-style-type: none"> • Many Orthodox Jewish people believe the primary role of a woman is as wife and mother (1). The roles for men and women are separate but of equal value (1). • Reform Jews have a more liberal view of the roles based on societal change (1). Both husband and wife share the responsibilities of working and raising the children (1). • The Talmud describes different roles for men and women (1). Men are seen as protectors and providers; women have a more nurturing role (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to the question. 	(4)
	<p>Sikhism:</p> <ul style="list-style-type: none"> • Traditionally women have more of a role in the home whilst men are seen as providers (1). The Guru Granth Sahib encourages respect for women and their role (1). • In modern Sikh communities, families may depend on the salaries of two parents (1). As a result, Sikh fathers are increasingly involved in bringing up children (1). • The Gurus spoke out against practices which forced women into subservient household roles (1). For example, Guru Ram Das condemned the dowry ritual, since Sikhs are created equally (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development. • Development that does not relate both to the belief given and to 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"> • Some non-religious people believe life has no higher meaning or purpose. Humans are here due to evolution and survival of the fittest and human life has no more intrinsic value than that of any other animal. • Some find meaning and purpose in working to improve the quality of life for others. They may choose to work in professions like medicine or International Aid. If this life is all there is it should be a good as it can be. • Some seek meaning and purpose in those things which they can control, such as finding a partner and raising a family. • Some find meaning and purpose in the pursuit of power or money, competing to be better than others gives their life purpose. <p>Accept any other valid response. (6)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 comprehensive (AO2)

Question number	Indicative content	Mark
4(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Christians believe children are a gift from God and only God has the authority to decide who has a child. Some see the use of contraception as a way of defying God's will. • The Qur'an says 'Do not kill your children for fear of want' and Muslims are opposed to any form of contraception which causes early abortions of a fertilized egg. • The Torah commands Jewish people to 'Go forth and multiply'. This command from the Almighty encourages some Jewish people to have large families. • Many Christians accept the use of contraception if having a baby would put the mother at risk or affect the lives of her existing children. • Many religious people would accept the use of the morning after pill to prevent pregnancy in the case of rape; a pregnancy in such circumstances would increase suffering. • Some religious people accept the use of contraception, particularly barrier methods which prevent conception, for family planning for the sake of the mother's health, and the well-being of everyone in the family. <p>Accept any other valid response.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
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 among 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 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 makes 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	Mark
5(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • It lowers the crime rate (1) • Society is safer (1) • Former criminals contribute to society (1) • It reduces re-offending (1) • It shows the value of every life (1). <p>Accept any other valid response.</p>	(3)

Question number	Answer	Reject	Mark
5(b)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The differences between religious beliefs divide people (1). Disagreements between individuals can escalate into conflict (1). • Within a family parents may try to enforce their religious beliefs (1); the children may want to live differently (1). • Historical events may shape negative attitudes towards those of other religions (1). For example, the conflict between Catholic and Protestant Christians in Northern Ireland (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development. • Development that does not relate both to the way given and to 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"> • Many religious people consider that capital punishment acts as a deterrent, so fewer crimes will be committed and society will be safer for all. • Some holy books support the use of capital punishment for crimes such as murder and terrorism. • Capital punishment may provide justice for those who have been wronged or for their families. People understand that there is punishment for those who commit crimes and learn the basis of a civilised society. • It removes those who are the greatest threat from society, so everyone feels protected from their crimes. <p>Responses should be linked to a specific religion but similar attitudes may apply to all.</p> <p>Accept any other valid response. (6)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 comprehensive (AO2)

Question number	Indicative content	Mark
5(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some Christians may agree based on the concept of original sin and the nature of human beings as inherently sinful. Humans will always want to feel more powerful than others. • Some non-religious people may also agree because some members of society are easily perceived as weaker and as potential victims. They point to the behaviour of animals in removing weaker members from the herd, and bullying is a human expression of that instinct. • Bullying others, especially in the workplace, to make them do what you want can be a successful strategy in a competitive environment; bullies may be judged as successful. • Some would disagree, arguing that it is possible for humans to act in a loving and charitable way rather than acting on their baser instincts. • Jewish people may suggest that, since they have to seek forgiveness from those they have wronged, bullying is pointless and just takes a person further from the will of the Almighty. • Muslims may say that if everyone saw society as a family, as Islam does, bullying could be prevented since everyone will encourage their brothers and sisters rather than bullying them. <p>Accept any other valid response.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
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 among 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 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 makes 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	Mark
6(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • It is wrong to take a life (1) • It removes evil people from society (1) • It acts as a deterrent (1) • It provides retribution for the victim's family (1) • Sometimes the wrong person is executed (1). <p>Accept any other valid response.</p>	(3)

Question number	Answer	Reject	Mark
6(b)	<p>Award one mark for providing a difference. Award a second mark for development of the difference. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sins are offences against the will of God (1); crimes break the law of the land (1). • Sins are judged by God (1); crimes are judged in the courts (1). • Crimes are punished on earth (1); sins are punished in the afterlife (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated difference/development. • Development that does not relate both to the difference given and to 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"> • Bullying contradicts the message of the holy books, which expect their followers to act with lovingkindness. Bullies disobey God's will. • Religious people should treat God's creations with respect. Bullies disrespect God's plans for humanity. • Rather than bullying the weak religious people should work on behalf of victims. They should support those who suffer and educate offenders. • Bullies should repent or make up for their wrongdoing and seek forgiveness from both God and their victims. <p>Responses should be linked to a specific religion but similar attitudes apply to all.</p> <p>Accept any other valid response. (6)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 comprehensive (AO2)

Question number	Indicative content
6(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Some Christians would agree, believing that it is wrong to fight and kill those whom God has created uniquely. They work to bring those in conflict back together. When Jesus was arrested he refused to fight back and healed the Roman soldier. Following the example of Jesus encourages peacemaking. Buddhism is essentially a peaceful religion; the first of the Five Precepts is 'Avoid killing or harming any living thing'. Many religious people believe they have a duty to fight to defend their faith. For example, Muslims are required to fight if Islam is attacked; sometimes conflict is necessary to achieve peace. Many Christians fought in the Second World War as the enemy was perceived as a great evil and fighting against them was acting for the good of all. Sikhs have a history of fighting to defend Sikhism. The Khalsa was formed for this purpose in 1699 by Guru Gobind Singh. <p>Accept any other valid response. (12)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 among 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 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 makes 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	Mark
7(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • Fairly (1) • Equally (1) • With respect (1) • With honesty (1) • With kindness (1). <p>Accept any other valid response.</p>	(3)

Question number	Answer	Reject	Mark
7(b)	<p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <p>Buddhism:</p> <ul style="list-style-type: none"> • Buddhism teaches the importance of compassion (1). For many this means helping the poor as much as they can (1). Buddhists are taught that wealth can lead to suffering if it is gained as the result of greed (1). However, it also enables a person to gain good karma through generosity (1). • The Buddha realized that a life of luxury or of deprivation would not lead him to the truth (1). Buddhists therefore encourage the middle way for all to avoid both greed and poverty (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	(4)

	<p>Christianity:</p> <ul style="list-style-type: none"> • The New Testament teaches that love of money is the root of all kinds of evil (1). Wealthy Christians should share their wealth with the poor (1). • Christians are taught to love their neighbours (1). This encourages Christians to provide food and basic necessities for the poor (1). • The Parable of the Sheep and the Goats suggests that Christians will be judged on how they treat the poor (1). Those who care for the poor find their reward in heaven (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	(4)
	<p>Hinduism:</p> <ul style="list-style-type: none"> • The Rig Veda teaches that not sharing wealth will lead to ruin (1). Hindus are encouraged to share wealth with those in need (1). • Dharma encourages Hindus to earn money without exploiting anyone (1). It also encourages the sharing of wealth to avoid greed (1). • Hindus believe that acting with compassion towards the poor will bring good karma (1). Those currently living in poverty may see it as a punishment for previous bad actions (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	(4)

	<p>Islam:</p> <ul style="list-style-type: none"> • The Prophet taught that a Muslim should wish for his brother what he wishes for himself (1). This encourages Muslims to share what they have with those in need (1). • The sanctity of life means that all humans should be treated with dignity and fairness (1). Muslims must be compassionate because every person is a unique creation of Allah (1). • The Hadith states ‘He is not a believer who eats his fill while his neighbour goes hungry’ (1). Fasting during Ramadan teaches empathy for those who have no choice in going without food (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	(4)
	<p>Judaism:</p> <ul style="list-style-type: none"> • The Talmud teaches the importance of not being greedy (1); ‘Just as the Almighty visits the sick, feeds the hungry and clothes the naked, so you do the same’ (1). • Jewish people are taught in Leviticus that when they harvest food they should not reap to the very edges of the field (1). Instead, they should leave this for the poor and strangers in the land (1). • Psalms teaches ‘Happy are those who consider the poor, the Lord delivers them’ (1). Those who help those in poverty are promised help from God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	(4)

	<p>Sikhism:</p> <ul style="list-style-type: none"> • Sikhs are expected to respect the equal rights of all people (1) and share their worldly belongings with those in need (1). • The Guru Granth Sahib teaches 'The true path to God lies in service to our fellow beings' (1). Sikhs provide a free meal at the langar for anyone who wants it (1). • Guru Nanak insisted that all people, rich or poor, sit together at the langar to eat food (1). This was contrary to the caste system where food was considered polluted even by the shadow of someone of a lower caste (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate both to the teaching given and to the question. 	<p>(4)</p>
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Question number	Indicative content
7(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some religious people are exclusivist, preferring to live isolated lives with only those who share the same belief system. • Some Christians may prefer not to live in a multi-faith society because they are worried about the impact of other faiths on their children. For example, a mixed faith couple presents issues about what faith the child is raised in. • Religious people may be insulted if those of other faiths try to convert them. This can lead to disagreements, disruption, and even religious intolerance. • Some may worry that exposure to alternative ideas may dilute their faith and make it less significant in the longer term. <p>Accept any other valid response. (6)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 comprehensive (AO2)

Question number	Indicative content	Mark
7(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some would agree with this suggesting that it may lead to hate speech and cause disruption in the community. Muslims are taught 'Be mindful of Allah, and say what is right'. • The Bible says 'Death and life are in the power of the tongue' so some Christians may agree that a person should control how they exercise their right to speak freely. • Individuals may use their freedom of speech to demonise others and lead to social isolation. • Christians are called to teach the word of God. They would suggest that it is only by telling others of Jesus that they can be saved from hell. • If an individual is denied freedom of speech they cannot defend themselves or others from false accusations. This may lead to injustice and exploitation. • The Pharisees once asked Jesus to stop his disciples praising God joyfully for the miracles they had seen. Jesus answered 'I tell you, if these became silent, the stones will cry out', suggesting Jesus understood the importance of free speech. <p>Accept any other valid response.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
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 among 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 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 makes 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	Mark
8(a)	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> • It is good for society (1) • It makes everyone safer (1) • It increases equality (1) • It increases opportunity (1) • It enables everyone to contribute (1). <p>Accept any other valid response.</p>	(3)

Question number	Answer	Reject	Mark
8(b)	<p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians may disagree with some human rights because they contradict the scriptures (1). For example, the right of people in same-sex relationships to marry (1). • Some religious people object to the right of freedom of religion since they work to convert people to their faith (1), and believe that renouncing their faith is sinful (1). • The right of freedom of speech may lead to hate speak (1). Jewish people for example, may suffer from the effects of anti-Jewish propaganda (1). <p>Responses should be linked to a specific religion but similar reasons apply to all.</p> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development. • Development that does not relate both to the reason given and to the question. 	(4)

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-2	<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	3-4	<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 comprehensive (AO2)

Question number	Indicative content
8(c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Some non-religious people, such as humanists, believe the poor should be treated with kindness and compassion. Being born into poverty is a chance event, not a punishment. Some feel the treatment of the poor should focus on education and skills to increase the life chances of the poor and make society more equitable. Some believe the poor are deserving of their fate; they are lazy and not prepared to work hard. They suggest ignoring those in poverty until they help themselves. Some believe they are inherently better than the poor and choose to exploit the poor for personal gain. For example, by not paying those they employ fairly. <p>Accept any other valid response. (6)</p>

Level	Mark	Descriptor
	0	No rewardable response.
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 comprehensive (AO2)

Question number	Indicative content	Mark
8(d)	<p>Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Historically the Prophet’s wife Khadijah was a successful business woman. Muslim women are encouraged to be educated and to excel in their areas of expertise for the good of the wider community. • In Muslim communities in many countries a women’s role is not just as wife and mother. Women can go on the Hajj pilgrimage, work outside the home and engage in politics. • In many modern families both partners have to work in order to provide for the family. Men and women both have a financial responsibility and a duty to nurture their children. • In Sikhism Guru Nanak taught the equality of all people. This is reflected in every aspect of Sikh society where there should not be differences in roles and responsibilities. • Some Christians will disagree with the statement based on the teaching of St Paul in 1st Timothy which suggests women should marry, have children and guide the house. This may lead to some women giving up their careers in order to look after their family. • St Paul taught that women should be silent in Church, suggesting that they should not teach or manage men, rather staying within their traditional roles of wives and mothers. <p>Accept any other valid response.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
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 among 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 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 makes 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.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2023

Time 1 hour 30 minutes

Paper
reference

4WRS2/01

Religious Studies (Modular)

UNIT 2: The Religious Community

You do not need any other materials.

Total Marks

Instructions

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

Information

- The total mark for this unit is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

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

RELIGION A: Buddhism

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

Section 1: Origins and their Impact on the Community

1 (a) Outline **two** of the roles of bhikkhus and bhikkhunis in Buddhism. (4)

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(b) Explain why the Buddha's enlightenment is important for Buddhists. (6)

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(c) "The Buddha's life as an ascetic is an example that all Buddhists should follow."

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)

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(Total for Question 2 = 20 marks)

Section 3: Worship and Practice

3 (a) Outline **two** features of marriage rituals in Buddhism.

(4)

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(b) Explain why coming of age rituals are important for some Buddhists.

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(c) "It is essential for viharas to contain images of the Buddha."

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 RELIGION A = 60 MARKS

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

RELIGION B: Christianity

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

Section 1: Origins and their Impact on the Community

1 (a) Outline **two** features of the baptism of Jesus. (4)

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(b) Explain the contribution to Christianity of **one** significant Christian other than Jesus. (6)

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(c) "The main purpose of Jesus' life was to die on the cross."

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)

(c) "Jerusalem is the holiest city 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.

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(Total for Question 2 = 20 marks)

Section 3: Worship and Practice

3 (a) Outline **two** features of Muslim worship in the home.

(4)

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

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TOTAL FOR RELIGION D = 60 MARKS

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(Total for Question 1 = 20 marks)

Section 2: Celebration and Pilgrimage

2 (a) Outline **two** features of pilgrimage to the Western Wall.

(4)

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(b) Explain the importance of Pesach for Jews.

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(Total for Question 3 = 20 marks)

TOTAL FOR RELIGION E = 60 MARKS

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(Total for Question 1 = 20 marks)

Section 2: Celebration and Pilgrimage

2 (a) Outline **two** ways the Harimandir is important to Sikhs.

(4)

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(b) Explain the importance of melas for Sikhs.

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TOTAL FOR RELIGION F = 60 MARKS
TOTAL FOR UNIT = 60 MARKS

Unit 2: The Religious Community
Mark scheme

Buddhism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a role. Award a second mark for development of the role. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> Bhikkhus and bhikkhunis can provide Buddhists with an example of how to live (1) because they focus on a simple life of meditation to attain nirvana (1) They often provide advice about Buddhist teachings (1) as many of them are scholars of Buddhist texts (1) Sometimes they are invited to give a blessing (1) such as after Buddhists have been married (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated role/development. Development that does not relate to both the role given and the question. 	(4)

Question number	Answer	Reject
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> As the founder of Buddhism, the Buddha's spiritual journey is often used as an example by Buddhists, and his eventual enlightenment encourages them to believe they can attain the same goal Through his life and teachings, the Buddha has helped his followers understand the steps towards enlightenment, and the various challenges that they can expect to encounter Buddhists can see from the experience of the Buddha that the search for enlightenment involves a life-long struggle, involving the elimination of craving, and this helps them to understand how they need to live on a day to day basis. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> Buddhists believe that the Buddha's example of asceticism, which involves many practices of self-discipline, will allow them to achieve a higher state of being, which is an important spiritual goal Renunciation helps Buddhists to resist craving, which makes them spiritually stronger and so able to resist sensual pleasures. In this way they can focus on the journey to enlightenment For some Buddhists, aspects of asceticism can be seen as a healthier way of living, because it can involve freedom from addiction to harmful substances such as tobacco and drugs Renunciation can allow Buddhists to show greater concern for the environment. By renouncing the desire for material gain they help to reduce the exploitation of the planet's resources <p>Some Buddhists may say that the level of asceticism practised by the Buddha was only possible because of his unique character and way of life. Not everyone has the physical and spiritual resources to follow his example, and have to balance some aspects of renunciation with the need to live practical lives in the modern world</p> <ul style="list-style-type: none"> Ultimately, the Buddha rejected extreme forms of asceticism practised by some of the holy men he encountered, and advocated the Middle Way. This way is part of an individual path to enlightenment, and will be different for each person. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Bodh Gaya is important for Buddhists in that it links them with the Buddha (1) and allows them to reflect on his life and experience (1) • It is the place where the Buddha attained enlightenment (1) which they also seek as the goal of their spiritual lives (1) • Bodh Gaya contains many important Buddhist sites (1) including the Bodhi Tree where the Buddha attained enlightenment (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development. • Development that does not relate to both the way given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Wesak is celebrated as the birthday of the Buddha, and it is an important time to give thanks, and to rejoice in the example of the Buddha's life and teaching • Wesak includes the marking of the Buddha's enlightenment, and the celebration allows Buddhists to renew their own commitment to the spiritual journey that will lead them to nirvana • It is important as a joyful celebration that unites friends and families, and encourages them to share that joy with those who are less fortunate, such as the poor and the infirm. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> Festivals are an essential part of Buddhism because they focus on aspects of Buddhist life and history, and allow Buddhists to increase their spiritual understanding Festivals such as Wesak focus on the life of the Buddha, and allow Buddhists to gain a better understanding of his life, and renew their commitment to follow his example Festivals are joyous occasions, and they help Buddhists to celebrate their faith and to share their joy with others. They emphasise that spiritual commitment can be a source of happiness as well as endeavour Festivals such as Nirvana Day focus on death, and it is an important time for Buddhists to remember those in their lives who have died, and to renew their understanding of the impermanence of life Some Buddhists might say that the spiritual journey is a personal and inner struggle, and that the focus of Buddhists is on the individual search for enlightenment, which has no need to be marked with shared festivals Some Buddhists may fear that festivals become occasions for excess, and increase craving rather than reduce it. Because of that fear they may choose a more solitary, ascetic life. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • In Buddhism, marriage is a social rather than a religious institution (1) and there are no defined rituals for the celebration (1) • Some Buddhist marriages take place in a specially built pavilion (1). It is rare for them to take place in a temple (1) • A monk may be invited after the marriage to offer a blessing (1) and this may also include a short sermon on marriage (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • In Buddhism, coming of age ceremonies help to underline the importance of a young person's transition from being a child to becoming an adult • Some Buddhist boys become novice monks, and this period allows them to gain a deeper understanding of Buddhist ethics • Coming of age ceremonies remind Buddhists of the responsibilities they face at each stage of life, such as the duties of a householder and spouse. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> • Viharas are important centres of worship for Buddhists, and images of the Buddha found there are a tangible reminder of the life and teaching of the Buddha, that gave rise to Buddhism • Viharas contain images of the Buddha to provide a focus for meditation, allowing Buddhists to reflect on the example of the Buddha's life and to direct their own spiritual journey • The various images of the Buddha found in viharas emphasise different aspects of Buddhist spirituality, such as the gestures that represent the important concept of inner peace • The image of the reclining Buddha found in many viharas focuses the mind of worshippers on his final departure to nirvana, and remind them that this is for them, too, the goal of their journey • There are many aspects of worship in the vihara that do not focus on images of the Buddha, such as the use of mantras, and some Buddhists will see these as of greater importance in the search for Enlightenment • Despite the importance of the Buddha's life, the spiritual journey for Buddhists is a personal one, and not dependent on images. It would be possible for Buddhists to worship and seek enlightenment whether or not viharas contained images of the Buddha. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a feature. Award a second mark for development of the feature up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Jesus was baptised by John (1) in the River Jordan (1) • At first John did not want to baptise Jesus (1) because he thought himself unworthy (1) • At the baptism, the voice of God was heard (1), saying 'This is my beloved son' (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature / development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • St Paul was called the apostle of the Gentiles, and he helped to spread the Gospel through many parts of the Roman Empire, sending letters to teach about the nature of Jesus • Martin Luther was one of the leaders of the Reformation, who taught that Christians should rely on scripture rather than the teaching of bishops, and therefore promoted the distribution of the Bible in the vernacular • Maximilian Kolbe was a Franciscan friar who gave his life in a concentration camp to save the life of another, providing a modern day example of Christian willingness to sacrifice oneself as a martyr, for the well-being of others. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> At Jesus' birth, one of the wise men brought the gift of myrrh, which some have interpreted to be an acknowledgment of his future suffering and death, stressing this as the purpose of his life Jesus predicted many times in the Gospel that he was destined to suffer, and that the suffering was his mission, to save people from sin. For example, in Mark's Gospel, all of Jesus' public ministry can be seen as a journey to Jerusalem and crucifixion Christian theology suggests that Jesus took human form to become the perfect sacrifice, and his death the act of atonement that would be able to wipe out the debt caused by human sin Just at the point of his death, the Gospel records that Jesus said, 'It is accomplished' which suggests that Jesus understood his death as the reason for, and the culmination of, his ministry <p>Some Christians might argue that Jesus' death cannot be taken alone, and only when combined with the resurrection does the purpose of his life acquire its full meaning - of atonement and then victory over death</p> <ul style="list-style-type: none"> Some Christians focus on their understanding of Jesus as a teacher, and they consider that his teaching and the example of his whole life should be seen as having primary purpose, because that is what inspires Christians to live better lives. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> Christians celebrate Easter to mark the resurrection of Jesus (1), which occurred three days after his death on the cross (1) Easter is believed to be the time when Jesus overcame the power of death (1) and made it possible for people to enjoy eternal life (1) Christians are united in joy by the celebration of Easter (1), which is given voice in the proclamation of the Easter 'alleluias' (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated reason/development. Development that does not relate to both the reason given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Christmas is significant because it marks the birth of Jesus, whom most Christians believe to be God incarnate, sent by God to save humankind from sin It is an important family time for Christians, who try to come together to share the celebration, reflecting the fact that Jesus was born into a human family with Mary and Joseph <p>Christians consider Christmas to be a time for giving, especially to those in particular need. These actions reflect the poor circumstances of Jesus' birth and the gifts given by the wise men.</p> <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> • Jerusalem is considered the holiest city by some Christians because it is associated with the suffering and crucifixion of Jesus, and they are able to visit the Garden of Gethsemane and the scene of his death • Jerusalem is where Jesus rose from the dead, and thereby conquered sin and opened the way to eternal life. It is therefore the city in which they can celebrate Christian joy • Some Christians will consider Jerusalem the holiest city because it is the place that brings together all three of the Abrahamic religions, and which marks what unites them rather than their divisions • Bethlehem may be considered the holiest city by some Christians because it is the place where Jesus first came into the world, and because all that he said and accomplished had its origins in his birth in Bethlehem • Some Christian denominations may consider other cities associated with their own tradition to be the holiest. Roman Catholics, for example, might suggest Rome, because they believe that it is now the centre of worldwide Christianity • It could be suggested that no one place deserves to be called the holiest. The Christian faith is built upon many foundations, including Jesus' birth, life and death and the establishment of the Church. As they all form part of the overall story, they can all be considered of equal importance. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • A Christian baptism is usually performed by a priest or minister (1) who will lead the service with prayers and blessings (1) • Some Christians are baptised as babies (1) and their parents and godparents make vows on their behalf (1) • The main ritual of baptism is the pouring of water (1) which symbolises the washing away of sin (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/development. • Reject development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Eucharist is important for most Christians because it was instituted by Jesus, who commanded his followers to celebrate the Eucharist in his memory • It allows Christians to come together as a community, and to remember the life and teaching of Jesus in an act of common worship • Some Christians believe that during the celebration of the Eucharist Jesus makes himself present, and that this is a source of grace for those who are there. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> Churches are places of worship for Christians, and it can be argued they should have common features that remind them of their faith, and help them to raise their minds to God Many Christians believe all churches should have a cross or a crucifix, because this is a symbol of Jesus' sacrifice on the cross, of his act of atonement, which is at the heart of Christian belief Some Christians believe that the Eucharist is a central aspect of Christian worship, and that all churches need to have a table or an altar where they can reenact the Last Supper Christian worship often involves a gathering together of the Christian community in prayer, and so it is important that the space in churches is large enough to house a congregation of worshippers and to facilitate their services The Christian Church is diverse and Christian worship reflects that diversity. Some Christians do not focus their worship on the Eucharist, for example, and do not believe that there is a need for an altar or a table in their churches Some Christians might say that their principal mode of worship is silent prayer, and all they need from a church is a quiet space, and that they have no need of any of the common features found in many churches. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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.

Hinduism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a story. Award a second mark for development of the story. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Rama was married to Princess Sita (1) but they were banished to live in the forest (1) • Rama rescued Sita from imprisonment (1) and the people of the kingdom put out oil lights to show them the way home (1) • Rama was a righteous ruler of his kingdom (1) which inaugurated a golden age (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated story/development. • Development that does not relate to both the story given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The pujari is so named because of their responsibility to perform puja, meaning that their main focus is on worship in the mandir, including the performance of temple rituals • Pujari play a key role in many of the ceremonies associated with rites of passage, such as the performance of the last rites for those who have died • On a daily basis, after conducting rituals, and whilst singing prayers, the pujari offers food to devotees, which had previously been presented to the deity. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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 Upanishads played a key role in the development of spiritual thought. In the history of ancient India they were the point of transition from Vedic ritualism to the development within Hinduism of new ideas • They are important as philosophical teachings that were interpreted from the sages of the Upanishadic era, and which led to the search for a common truth • They are important because they help Hindus understand the concept of samsara, the belief in the cycle of life, death and rebirth, and the ultimate goal of moksha • Many scholars say that the Upanishads help Hindus understand better how to control the mind in balance with the senses, and so be able to respond to new and unexpected situations • Some Hindus believe that the Bhagavad Gita is a more important source of knowledge for Hindus because it teaches them how to live their daily lives in a way which will help them cast off the cycle of birth and death, and attain moksha <p>Many Hindus consider the Vedas to be the oldest Hindu teachings and therefore the most authentic, and so the most important. They teach humans how to invoke the power of the divine to deal with problems such as death and disease.</p> <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The sacred rivers are important to Hindus because of their belief in the power of water (1). They believe water has life-giving properties (1) • Hindus believe sacred rivers can bring absolution, and freedom from fear of death (1), which gives bathing in the rivers great religious significance (1) • The sacred rivers have long been essential to the life and economy of India (1), for example in their role in irrigating crops (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development. • Development that does not relate to both the way given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • For many Hindus Navaratri is an important time of religious reflection, a time for spiritual renewal as the fruits of fasting and meditation • In some places Navaratri are celebrated as times of great rejoicing, for example in thanksgiving for the autumn harvest, and can be accompanied by singing and dancing • The autumn festival is also an occasion to honour the divine feminine, Devi or Durga, and to remember the role that women play in giving birth and in nurturing. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> • Going on pilgrimage to Varanasi is important for many Hindus because they can visit the Kashi Vishwanath Temple which allows them to recall stories associated with, and to venerate, Shiva • Pilgrims are able to bathe in the Ganges at Varanasi, which they believe helps them to purify their souls and thereby escape the cycle of death and rebirth • Many Hindus will take the opportunity of an excursion to Sarnath where the Buddha delivered his first sermon, which reminds them of the importance of the wisdom of other faiths and religious teachers • There is no Hindu teaching that says that pilgrimage to Varanasi, or any other place, is essential to Hindu practice; rather it is seen as a possible source of merit rather than a duty • Many Hindus believe their most important religious duties are the ashrama, where they live their lives according to the responsibilities of each stage they have reached Some people are unable to go on pilgrimage to Varanasi for practical, financial or health reasons, and this inability involves no loss of merit according to Hindu teaching. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> The Aarti ceremony involves lighting a flame (1), which represents light being offered to the deities (1) An Aarti plate is circulated (1), accompanied by the singing of songs of praise (1) Aarti is often performed as community worship (1) when it usually takes place in the mandir (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated feature/development. Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Temples are places of worship for Hindus because they believe that the mandir is a symbolic house of divinity, and a special place where they can offer prayers Some temples serve as centres where religious manuscripts can be preserved, and so the temple becomes a library and a place of learning Temples are often used as community centres by Hindus, places where the local community can gather to celebrate festivals and share food and drink together. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> ● Hindus believe in a cycle of rebirth, and the death rituals allow family members to mark the passing of the soul of their loved one from one body to another ● Cremation is a key part of a Hindu funeral ceremony, and it marks the belief that, at death, there is no purpose in the physical body, which does not need to be preserved ● Hindu gods and goddesses are often invoked for help, which allows the mourners to hope that the person who has died may transcend the world and enter the direct experience of the Divine ● The funeral rites allow the mourners to gather as family and friends to remember the person who has died and to give each other comfort ● Because of the Hindu belief in reincarnation, it can be argued that there is no special importance attached to death samskaras associated with the body, because they believe the soul has already passed on ● The primary focus of all Hindus as death approaches is not on a commemoration of the life that is passing, but rather that they may be drawn to eternal bliss by the quality of their lives, regardless of funeral rituals. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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.

Islam

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a role. Award a second mark for development of the role. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> For Sunni Muslims the imam plays an important role in leading prayers in the mosque (1) and often guiding those present by preaching a sermon (1) The imam is often a teacher (1), helping young Muslims learn and understand the Qur'an (1) Some Sunni Muslims look to imams as examples of how to live good lives (1) because they are chosen from people of good character (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated role/development. Development that does not relate to both the role given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Madinah is the city to which the Prophet and his companions fled when they were at risk in Makkah, and following the establishment of the Muslim community it became a place of refuge and safety for them Once established in Madinah, the Prophet was able to build mosques, which allowed the Muslim community to gather in prayer and to receive instruction in the Qur'an It was from the security of Madinah that the Muslim faith was able to grow, and Muhammad was able to proselytise throughout the surrounding areas, significantly increasing their numbers. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> ● A key aspect of the importance of the Qur'an is that Muslims believe it is the final revelation, superseding all previous revelations, and so it carries authority for all people for all time ● The revelation of the Qur'an is of great importance because Muslims believe that it is the direct word of Allah revealed to Muhammad, and they must obey all the laws and teachings it contains ● Because of the centrality of the Qur'an for Muslims, many Muslims will say that the revelation marks the birth of Islam as a faith, and look upon it as all the guidance they require to live the Muslim life ● Although there are other holy books in Islam, and also the Sunnah of the Prophet, Muslims believe that it is only through the revelation of the Qur'an that they can fully understand what is halal and what is haram in their lives ● It could be argued that all the holy books of Islam teach an essential message from Allah, and that the will of Allah is revealed in those books, making the revelation of each of them important ● Although the Qur'an itself is of great importance, it does not contain teaching on all aspects of modern life. Muslims therefore look to other sources of authority, such as the Ulema, to interpret the Qur'an. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> Eid ul-Fitr is an opportunity for Muslims to thank Allah for the gift of his guidance (1) because the Qur'an was first revealed during Ramadan (1) Eid ul-Fitr is celebrated because it was established by the Prophet (1) as a time to feel grateful for the good things Muslims enjoy (1) Eid ul-Fitr is celebrated as a time of generosity towards those in need (1), thereby strengthening the ummah (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated reason / development. Development that does not relate to both the reason given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Pilgrimage in the form of Hajj is important because it is one of the Five Pillars. Muslims believe it was commanded by Allah, and so is an obligation on anyone who is able to meet its demands Many Muslims think it is important to visit places of pilgrimage because they believe visiting places associated with the Prophet will gain them a deeper understanding of their faith Pilgrimage to Madinah can be an important act because it is where the first community of Islam was established, and a visit can inspire pilgrims to renew their efforts to further the cause of Islam, and support the ummah. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> ● Some Sunni Muslims will say that both the major festivals are of equal importance because they celebrate moments that are of great significance to their faith, the obedience of Ibrahim and the revelation of the Qur'an, and a full understanding of Muslim identity relies on both of them ● Some Muslims celebrate many days associated with events from the life of the Prophet, and these should all be considered important because the life of Muhammad is seen as the perfect example for Muslims to follow ● Within the many groups within Islam there are diverse celebrations, and to highlight the importance of one over another could be a source of division and conflict, rather than a way of strengthening the ummah ● Eid ul-Adha may be considered the most important festival because it marks the willingness of Muslims to submit their will to that of Allah, which is the very meaning of the Muslim faith ● For Shi'ah Muslims, Ashura may be the most important festival because it marks the martyrdom of Imam Hussein, and is therefore one that identifies the specific nature of Shi'ah Islam ● In Muslim countries, the importance of Eid ul-Fitr is underlined by the fact that it is a national holiday, a communal celebration that includes acts of generosity towards those in need, and therefore is a festival that unites the Muslim community. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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.
	<ul style="list-style-type: none"> • 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>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Family worship in the home is often led by the mother (1) because Muslim women will usually not be praying in the mosque (1) • Some homes have a qiblah (1) which allows the family to focus worship in the direction of Makkah (1) • Muslims perform wudu before worship at home (1) because Muhammad said that cleanliness is half of faith (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature / development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Death rituals are important for Muslims because they are prescribed by Sharia'ah law, which lays down instructions about how properly to bury Muslims who have died • A speedy burial is considered important in the Muslim faith because this helps to protect the living from any health risks that may occur, especially in hot climates • The wrapping of the body of the deceased is considered an important way to respect the dignity of the person who has died, and of members of the family who may be present. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> • From the time of the establishment of the first mosques in Madinah they have been considered an essential place of education, where Muslims can learn more about Allah and his commandments through a guided learning of the Qur'an • In some countries there may be no Muslim schools, and it is therefore essential that the local mosque be used as a place of religious education of the young • Gaining a better understanding of the will of Allah is a central part of mosque worship, with the local imam often teaching the Muslim faithful about matters of religious importance through his sermon • Learning, both religious and secular, has been of great importance to Muslims throughout their history, and so mosques became essential as libraries, for the preservation of scholarly works • Most Muslims will say that the primary purpose of a mosque is as a place of worship, because the main space is laid out for Friday prayers, facing Makkah and with designated places for the muezzin and for the imam • In some non-Muslim countries the mosque has to have many functions – a place of worship, a place of study, a community centre - all of which are important because they help to unite the Muslim community and allow them to support each other. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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.

Judaism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> Halakhah is a collection of religious laws used by Jews to guide their actions (1). They derive from both the oral and written Torah (1) Conservative Jews consider Halakhah rules to be binding (1), though in any one age they are subject to interpretation by rabbis (1) The rules indicate what is acceptable on Shabbat (1) such as how electricity can be used (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated way/development. Reject development that does not relate to both the way given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Beth Din makes judgements about conversion to Judaism. Where there is dispute, it determines whether a process of conversion has followed accepted rules It plays an important role in Judaism in respect of marriage cases, such as providing a Get for a woman if her husband refuses to do so It makes judgements about kosher foods, such as providing certification for kosher restaurants, which gives Jews confidence that what they eat is lawful. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable response.
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"> ● Rabbis are very important in Judaism because they lead the Jewish community in synagogue prayer, and will often preach a sermon to help the congregation understand the prescribed text from the Torah ● It is the role of a rabbi to help strengthen and unite the local Jewish community, often by organising social events that gather the community together ● Because of their theological studies, rabbis are important as people Jews can turn to with a problem. They are often the first call for Jews who seek spiritual advice, such as when there are problems in a marriage ● Rabbis are important teachers within Judaism especially in areas where there is no denominational Jewish school. They help to teach young Jews about the faith, and help them prepare for their Bar or Bat Mitzvah <p>It is not essential for a rabbi to lead prayers in the synagogue. These can be led by any Jewish adult with sufficient religious knowledge, and worship can take place whenever there is a minyan</p> <ul style="list-style-type: none"> ● Some Jews will say that the most important teacher of the Jewish faith to children is not the rabbi, but their father and mother, and that the faith is learnt from taking part in Jewish family life and in listening to their parents. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Jews will visit the Western Wall to offer prayers (1) and sometimes the written prayers will be left in a crack in the wall (1) • Some Jews will weep at the Western Wall (1) to lament the destruction of the Temple (1) • Many Jews will wear tefillin when they approach the wall for prayer (1) and some Orthodox Jews have a stand near the wall to provide tefillin for those who do not have it (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature / development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Pesach is an important Jewish celebration because it marks the Exodus of the Jewish people from Egypt. It is a celebration of freedom and marks the right of Jews to practise their religion • It is considered important by Jews because it was a time when the Almighty showed his power through the miracles he performed. It is therefore a celebration that helps Jews have faith in the Almighty and to trust in him <p>The significance of Pesach is underlined by its importance as a family celebration. Jewish families will try to come together for this festival, and also see it as an opportunity to share both the Pesach meal and their faith with friends.</p> <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> • Because Judaism is a faith rich in tradition, it celebrates many festivals throughout the year, and each has the importance of focusing the minds of the Jewish community on different aspects of their faith • All the festivals help to strengthen and unite the Jewish community, either because they come together as a worshipping community in the synagogue or because they are brought together to celebrate as family and friends • Some Jews will say that every aspect of their history is of importance to them, and plays an essential role in Jewish identity, and that it would be wrong to single out any one festival as more important • Many Jews will say that Yom Kippur is considered to be the most sacred day of the Jewish year, because it follows a period of time when Jewish people have reflected on their sins, and then ask the Almighty and each other for forgiveness • Yom Kippur is important for Jews because it a very ancient celebration, and was an occasion when the high priest would enter the inner holy place of the Temple to make atonement. The modern ceremony in the synagogue continues that tradition • Some Jews might argue that Pesach is the most important because it is a celebration of freedom, of their ability to practise their religion, no longer as slaves. Because of recurring persecution of the Jewish people, they may argue that the annual celebration of freedom is the most essential. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Jewish marriages involve the groom signing the marriage contract (1) which takes place before two witnesses (1) • Traditional Jewish weddings take place under a canopy (1) which symbolises the new home of the married couple (1) • In some ceremonies the bride covers her face with a veil (1) which remembers the story of the marriage of Jacob and Leah (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/ development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Shabbat is observed as a day of rest, and in the home it allows families to spend time with each other, and to rest together from the labours of the week • Shabbat in the home is a religious occasion, which allows the family to celebrate a meal together in which they invoke the blessing of the Almighty on themselves and on their celebration • The celebration of Shabbat is important because it obeys two mitzvot, which command Jews to spend time each week remembering and observing their religious beliefs and duties. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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 word synagogue means a ‘coming together’, which emphasises the important of the synagogue as a place of congregation, where the members of the Jewish community can gather and meet with each other ● In some countries, the synagogue might be the only centre for the local community, and so it serves as a place where Jews can meet for festivals and celebrations, such as Bar Mitzvah ceremonies ● For Jews who have faced persecution, synagogues have been an important place where Jews can meet each other to provide support, and to seek advice from the rabbi and community leaders ● Many Jews will say that the primary role of the synagogue is as a place of worship, because it is laid out as a place where the main religious ceremonies are celebrated, and where the Torah is preserved with honour ● There is a rule that a quorum of ten men gathered in a synagogue constitutes a minyan for formal prayers. This underlines the idea that when Jews gather in the synagogue their primary focus is most likely to be on worship ● The synagogue is a place which serves many different functions for the Jewish community – a place of worship, a social centre, a place of education – and it is not appropriate to single out the role of social centre as of greater importance. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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.

Sikhism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> Indarjit Singh promoted the message of Sikhism through politics (1), helping to further the integration of Sikhs into British society (1) Kartar Singh Jhabbar worked to take control of gurdwaras from colonial rulers (1), and thereby helped to ensure that Sikhs were fully in control of Sikhism in India (1) Harjinder Singh Dilgeer wrote about Sikh history and culture (1) and helped to promote understanding of Sikhism throughout the world (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated way/development. Development that does not relate to both the way given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Guru Gobind Singh taught that people should be open to learning from anyone, and this helped Sikhs to take an interest in what can be learnt from people of other faiths He taught the importance of working for the good of society, and said that it was important for Sikhs to engage in such work even if it involved risk to their life He taught that everyone belonged to a common humanity, preaching the equality of all before God, and so he established the Khalsa in opposition to the caste system that existed in India in his time. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable response.
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 Rahit Maryada is important to Sikhs as a source of instruction about how to live their personal day to day lives, such as the need to engage in an honest profession • It teaches Sikhs the importance of creating good communities, particularly by treating everyone as equals and respecting their beliefs, which helps them to live in harmony with those around them • It provides an important source of guidance for Sikhs about how to pray, such as how to conduct their services in the Gurdwara with music and actions that are appropriate to Sikh worship <p>Many Sikhs will say that the Guru Granth Sahib, as the Sikh Holy Book, is the most important guide, because it contains gurnat, including the teaching from Guru Nanak, the founder of Sikhism</p> <ul style="list-style-type: none"> • The hymns and prayers in the Guru Granth Sahib are believed by Sikhs to inspire humankind, and help them live a life of truth, and is therefore the most important text in guiding the lives of Sikhs • Sikhs take guidance from a variety of sources of wisdom, and will also seek advice from parents and wise elders of the Sikh community, and might argue that all are important as ways in which to guide their lives. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The Harimandir is an important place of pilgrimage for many Sikhs (1) because it is considered the holiest gurdwara in Sikhism (1) • The Harimandir has often been a focus of Sikh identity (1) because of its historical and spiritual significance (1) • It is seen as a prominent symbol of the values of Sikhism (1), welcoming everyone, Sikh and non-Sikh alike, to eat together in the langar (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development. • Development that does not relate both to the way given and to the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Melas are important for Sikhs because they were established as Sikh celebrations by one of the Ten Gurus, Guru Amar Das. They are a way of using traditional celebrations to focus minds onto Sikh beliefs • Diwali is important to Sikhs because it celebrates the release of Guru Hargobind, and his support for captive Hindu princes. This emphasises the important Sikh principle of respect for the beliefs of others • Baisakhi is very important for Sikhs because it celebrates the establishment of Sikh baptism and the formation of the Khalsa. The celebration reminds Sikhs of the commitments they make for their faith. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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"> • Some Sikhs might say that all the various festivals and celebrations are essential because, they are reminders of Sikh identity and help to strengthen the Sikh community • Because many of the festivals celebrate the lives and example of the Gurus, they are important in focusing the minds of Sikhs on the teachings and example of each of them • It is believed that Guru Nanak received his wisdom and spiritual authority from God, and some Sikhs may believe that celebrating the gurburb of his birthday is very important because it highlights the gift of divine wisdom that all Sikhs have received • Many of the festivals are important opportunities for Sikhs to gather together in joyful celebration. Baisakhi, for example, is a festival that gives thanks for the harvest, which in some cultures includes a harvest dance and fairs • Whilst festivals contribute to the cultural and religious awareness of Sikhs, some will say that they are not essential, and that the heart of Sikhism is the relationship between the Sikh and Waheguru, however that is best achieved for the individual • Some Sikhs might say that they dedicate their lives to the essential roles of caring for their families and supporting those in need within the community. The opportunities to celebrate are welcome, but are not an essential aspect of their daily lives. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The langar has a kitchen (1) which allows food to be prepared for people of all faiths and none (1) • There is a dining hall (1) which allows Sikhs and all visitors to eat together and socialise (1) • The langar is served by volunteers (1) who consider it a privilege to serve all-comers (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/development. • Development that does not relate both to the feature given and to the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Nitnem are a collection of hymns of praise, which give an opportunity for Sikhs to meditate upon God using ancient religious texts • They are daily prayers which sanctify parts of each day, and help Sikhs to maintain awareness of their spiritual journey throughout their waking hours • The Kirtan Sohila is a night prayer, said by Sikhs before going to sleep, which reminds Sikhs of the pain of separation and the delight of union with Waheguru. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	No rewardable response.
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 Guru Granth Sahib is referred to by Sikhs as the living Guru, which emphasises the role it plays in worship as the primary reminder of their beliefs and traditions • The importance of the Guru Granth Sahib in worship is underlined by the honour which it is shown in the Gurdwara before and after prayers, having its own special place of repose • Sikh worship includes Sikhs bowing their foreheads to the ground in front of the Guru, an act of devotion which shows the central role that the Guru Granth Sahib plays in Sikh religious services • The core of Sikh worship includes saying prayers and singing hymns from the Guru Granth Sahib, and all other acts of worship originate from the sacred text that is being read • Sikh worship also includes the declaration of the virtues of the Gurus and a salutation to the divine name, and their importance in worship is underlined by their unchangeable character • Sikh worship is diverse, with many important elements, and some Sikhs might say that it is wrong to focus on any one part, when it is the whole act of worship and devotion that is important. <p>Accept any other valid response. (10)</p>

Mark	Descriptor
0	No rewardable 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.
7–8	<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.

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