



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE  
In Religious Studies (4RS1)  
Paper 2: The Religious Community

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Buddhism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<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"> <li>• 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)</li> <li>• They often provide advice about Buddhist teachings (1) as many of them are scholars of Buddhist texts (1)</li> <li>• Sometimes they are invited to give a blessing (1) such as after Buddhists have been married (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated role/ development.</li> <li>• Development that does not relate to both the role given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and its beliefs when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>Some Buddhists may say that the level of asceticism practised by the Buddha was only possible because of his unique character and way of</li> </ul>

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

	<p>viewpoints and that make connections between the full range of elements in the question.</p> <ul style="list-style-type: none"> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>
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Question number	Answer	Reject	Mark
<b>2(a)</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"> <li>• 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)</li> <li>• It is the place where the Buddha attained enlightenment (1) which they also seek as the goal of their spiritual lives (1)</li> <li>• Bodh Gaya contains many important Buddhist sites (1) including the Bodhi Tree where the Buddha attained enlightenment (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/development.</li> <li>• Development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Wesak includes the marking of the Buddha's enlightenment, and the celebration allows Buddhists to renew their own</li> </ul>	<b>(6)</b>

	<p>commitment to the spiritual journey that will lead them to nirvana</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	
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Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>



Question number	Indicative content
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections</li> </ul>

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

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>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"> <li>• In Buddhism, marriage is a social rather than a religious institution (1) and there are no defined rituals for the celebration (1)</li> <li>• Some Buddhist marriages take place in a specially built pavilion (1). It is rare for them to take place in a temple (1)</li> <li>• A monk may be invited after the marriage to offer a blessing (1) and this may also include a short sermon on marriage (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/ development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Some Buddhist boys become novice monks, and this period allows them to gain a deeper understanding of Buddhist ethics</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>

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

	<p>elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</p>
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## Christianity

Question number	Answer	Reject	Mark
<b>1(a)</b>	<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"> <li>• Jesus was baptised by John (1) in the River Jordan (1)</li> <li>• At first John did not want to baptise Jesus (1) because he thought himself unworthy (1)</li> <li>• At the baptism, the voice of God was heard (1), saying 'This is my beloved son' (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature / development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>



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

	<ul style="list-style-type: none"> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>
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Question number	Answer	Reject	Mark
<b>2(a)</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"> <li>• Christians celebrate Easter to mark the resurrection of Jesus (1), which occurred three days after his death on the cross (1)</li> <li>• 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)</li> <li>• Christians are united in joy by the celebration of Easter (1), which is given voice in the proclamation of the Easter 'alleluias' (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<b>(6)</b>

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

Question number	Indicative content
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>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"> <li>• A Christian baptism is usually performed by a priest or minister (1) who will lead the service with prayers and blessings (1)</li> <li>• Some Christians are baptised as babies (1) and their parents and godparents make vows on their behalf (1)</li> <li>• The main ritual of baptism is the pouring of water (1) which symbolises the washing away of sin (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development.</li> <li>• Reject development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

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

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

Question number	Indicative content
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>

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



	<p>viewpoints and that make connections between the full range of elements in the question.</p> <ul style="list-style-type: none"><li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li></ul>
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## Hinduism

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

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly</li> </ul>

	<p>satisfactory.</p> <ul style="list-style-type: none"> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

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

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>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"> <li>• 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)</li> <li>• Hindus believe sacred rivers can bring absolution, and freedom from fear of death (1), which gives bathing in the rivers great religious significance (1)</li> <li>• The sacred rivers have long been essential to the life and economy of India (1), for example in their role in irrigating crops (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development.</li> <li>• Development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• For many Hindus Navaratri is an important time of religious reflection, a time for spiritual renewal as the fruits of fasting and meditation</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>Some people are unable to go on pilgrimage to Varanasi for practical,</li> </ul>

	<p>financial or health reasons, and this inability involves no loss of merit according to Hindu teaching.</p> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>
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Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the</li> </ul>

	comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Reject	Mark
<b>3(a)</b>	<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"> <li>• The Aarti ceremony involves lighting a flame (1), which represents light being offered to the deities (1)</li> <li>• An Aarti plate is circulated (1), accompanied by the singing of songs of praise (1)</li> <li>• Aarti is often performed as community worship (1) when it usually takes place in the mandir (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/ development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Some temples serve as centres where religious manuscripts can be preserved, and so the temple becomes a library and a place of learning</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>



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

Question number	Indicative content
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

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

	<p>elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</p>
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## Islam

Question number	Answer	Reject	Mark
<b>1(a)</b>	<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"> <li>• 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)</li> <li>• The imam is often a teacher (1), helping young Muslims learn and understand the Qur'an (1)</li> <li>• 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).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated role/development.</li> <li>• Development that does not relate to both the role given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	<b>(6)</b>

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>

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

	<p>question.</p> <ul style="list-style-type: none"> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>
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Question number	Answer	Reject	Mark
<b>2(a)</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"> <li>• 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)</li> <li>• 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)</li> <li>• Eid ul-Fitr is celebrated as a time of generosity towards those in need (1), thereby strengthening the ummah (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason / development.</li> <li>• Development that does not relate to both the reason given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<b>(6)</b>

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

Question number	Indicative content
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>



	<p>Muslims to follow</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>
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Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question.</li> </ul>

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

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>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"> <li>• Family worship in the home is often led by the mother (1) because Muslim women will usually not be praying in the mosque (1)</li> <li>• Some homes have a qiblah (1) which allows the family to focus worship in the direction of Makkah (1)</li> <li>• Muslims perform wudu before worship at home (1) because Muhammad said that cleanliness is half of faith (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature / development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments</p>

	<p>such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>
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Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made.</li> </ul>

	<p>Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.</p>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

## Judaism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>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"> <li>• 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)</li> <li>• Conservative Jews consider Halakhah rules to be binding (1), though in any one age they are subject to interpretation by rabbis (1)</li> <li>• The rules indicate what is acceptable on Shabbat (1) such as how electricity can be used (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development.</li> <li>• Reject development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>

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

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>It is not essential for a rabbi to lead prayers in the synagogue. These</li> </ul>

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



	<ul style="list-style-type: none"> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>
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Question number	Answer	Reject	Mark
<b>2(a)</b>	<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"> <li>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)</li> <li>Some Jews will weep at the Western Wall (1) to lament the destruction of the Temple (1)</li> <li>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).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated feature / development.</li> <li>Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>The significance of Pesach is underlined by its importance as a</li> </ul>	

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

Question number	Indicative content
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>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"> <li>• Jewish marriages involve the groom signing the marriage contract (1) which takes place before two witnesses (1)</li> <li>• Traditional Jewish weddings take place under a canopy (1) which symbolises the new home of the married couple (1)</li> <li>• In some ceremonies the bride covers her face with a veil (1) which remembers the story of the marriage of Jacob and Leah (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>

	<p>when Jews gather in the synagogue their primary focus is most likely to be on worship</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>
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Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different</li> </ul>

	<p>viewpoints and that make connections between the full range of elements in the question.</p> <ul style="list-style-type: none"><li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li></ul>
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## Sikhism

Question number	Answer	Reject	Mark
<b>1(a)</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"> <li>• Indarjit Singh promoted the message of Sikhism through politics (1), helping to further the integration of Sikhs into British society (1)</li> <li>• 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)</li> <li>• Harjinder Singh Dilgeer wrote about Sikh history and culture (1) and helped to promote understanding of Sikhism throughout the world (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development.</li> <li>• Development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• He taught that everyone belonged to a common humanity, preaching the equality of all before God, and so he</li> </ul>	<b>(6)</b>

	<p>established the Khalsa in opposition to the caste system that existed in India in his time.</p>	
<p>Accept any other valid response.</p>		

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Many Sikhs will say that the Guru Granth Sahib, as the Sikh Holy Book,</li> </ul>

is the most important guide, because it contains gurmat, including the teaching from Guru Nanak, the founder of Sikhism

- 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.

Accept any other valid response.

**(10 marks)**

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

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>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"> <li>• The Harimandir is an important place of pilgrimage for many Sikhs (1) because it is considered the holiest gurdwara in Sikhism (1)</li> <li>• The Harimandir has often been a focus of Sikh identity (1) because of its historical and spiritual significance (1)</li> <li>• 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).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development.</li> <li>• Development that does not relate both to the way given and to the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	<b>(6)</b>

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

Question number	Indicative content
<b>2(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

	<p>harvest dance and fairs</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>
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Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.</li> </ul>

9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>
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Question number	Answer	Reject	Mark
<b>3(a)</b>	<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"> <li>• The langar has a kitchen (1) which allows food to be prepared for people of all faiths and none (1)</li> <li>• There is a dining hall (1) which allows Sikhs and all visitors to eat together and socialise (1)</li> <li>• The langar is served by volunteers (1) who consider it a privilege to serve all-comers (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/ development.</li> <li>• Development that does not relate both to the feature given and to the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Nitnem are a collection of hymns of praise, which give an opportunity for Sikhs to meditate upon God using ancient religious texts</li> </ul>	<b>(6)</b>



	<ul style="list-style-type: none"> <li>• They are daily prayers which sanctify parts of each day, and help Sikhs to maintain awareness of their spiritual journey throughout their waking hours</li> <li>• 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.</li> </ul> <p>Accept any other valid response.</p>	
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Mark	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms.</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory.</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding.</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive.</li> <li>• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li> </ul>

Question number	Indicative content
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Guru Granth Sahib is 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</li> <li>• 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</li> </ul>

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

	justified conclusion.
9-10	<ul style="list-style-type: none"><li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li><li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li><li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li></ul>