



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In Religious Studies (4WRS1) Paper 1
Beliefs and Values

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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.

Question number	Answer	Mark
1(a)	Award one mark for each point identified up to a maximum of three: • The soul is immortal (1). • Immortality is achieved through resurrection (1). • Immortality is impossible (1). • There is no evidence to support the existence of an immortal soul (1). • It is achieved through reincarnation (1). Accept any other alternative valid response.	3

Question number	Answer	Reject	Mark
1(b)	Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks. Buddhism: • Some Buddhists reject the notion of an ultimate reality (1). Anything living is empty of inherent existence (1). • Some Buddhists regard Nirvana as ultimate reality (1). It is the liberation from dukkha, suffering and samsara (1). • Some see the Buddha-nature as ultimate reality (1). This recognises the inconceivable aspect of a being out of which Buddhas arise (1). Accept any other valid response.	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4
	Christianity: • Christians believe God is the ultimate reality (1). God is responsible for everything (1). • They believe that God is all-knowing (1). He knows everything that has happened, is happening and will happen (1).	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4

	• They believe God is all-loving (1) and his mercy extends to all things (1). Accept any other valid response.		
	Hinduism: • Hindus believe Brahman is the ultimate reality in the universe (1). It is the final cause of all that exists (1). • They believe that Brahman is infinite (1) and extends to every aspect of the universe (1). • They believe that Brahman is an eternal truth (1) and is incapable of change (1). Accept any other valid response.	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4
	Islam: • Muslims believe Allah is the ultimate reality (1). Allah is responsible for everything (1). • They believe that Allah is all-knowing (1). He knows everything that has happened, is happening and will happen (1). • They believe Allah is a merciful God (1) and his mercy extends to all things (1). Accept any other valid response.	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4
	Judaism: • Jewish people believe the Almighty is the ultimate reality (1). The Almighty is responsible for everything (1). • They believe that the Almighty is all-knowing (1). He knows everything that has happened, is happening and will happen (1). • They believe the Almighty is a merciful God (1) and his mercy extends to all things (1). Accept any other valid response.	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4

	Sikhism: • Guru Nanak preached Waheguru as the ultimate reality (1). It is manifested in Truth, Existence and Being (1). • They believe the ultimate reality is transcendent (1). It is beyond the limits of experience or knowledge (1). • The ultimate reality existed before the beginning of creation (1) and will exist when the universe is annihilated (1). Accept any other valid response.	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4
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Question Number	Indicative content	
1(c)	Students will develop responses using ideas/reasoning/arguments such as: • Some religious people believe they should care for the planet because they have a God-given responsibility to care for God's creation. Christians were given responsibility as stewards in Genesis. • Some religious people believe there is a divine spark in every living thing so they should respect and cherish all living things. Harm to any one of them harms the divine. • Some non-religious people see this world as the only world they have, so they should work to maintain and improve the world for future generations. They may campaign to minimise global warming in order to minimise the harmful effects on the world. • Muslims believe they will be judged by God on how they cared for the planet. This places an additional responsibility on them to look after the world carefully for future generations. Accept any other valid response.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	• Limited use of religious terms (A01) • Description of relevant religion, beliefs and values is mostly satisfactory (A02) • Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	• Use of religious terms is appropriate and shows understanding (A01)

		• Explanation of relevant religion, beliefs and values is comprehensive (A02) • Explanation of significance and influence of beliefs and values is comprehensive (A02)
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Question number	Indicative content	Mark
1(d)	Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors. Students will develop responses using ideas/reasoning/arguments such as: • Non-religious people would agree that God cannot exist since he would not want people to suffer as a result of events beyond human control, such as earthquakes and volcanic eruptions. • God is believed to be all-knowing, he is credited with designing and creating the universe and planet earth. This is inconsistent with natural evil, which is due to perceived flaws in the structure of the planet, such as the tectonic plate shifts leading to volcanoes and earthquakes. • An all-powerful God can intervene in any situation and could use his power to protect humanity. Since this does not happen it suggests that either God does not exist or is not the all-loving, all-knowing, all-powerful God many people believe in. • Muslims may disagree since they see natural evil as part of the test of life. Without suffering Muslims cannot demonstrate their faith, enabling Allah to judge them for the afterlife. • Many Hindus see natural disasters as a 'play of the Gods.' This impacts humans negatively. However, many believe such events are necessary for the balance of life on earth. For example, flooding rivers generate fertile soils for crop production.	12

	Christians may also disagree. They believe God is transcendent, humans cannot hope to understand why God chooses to do what he does. They acknowledge his supremacy and continue to trust in him. Accept any other valid response.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	- Demonstrates isolated elements of understanding of religion and belief. - Identifies information/issues and makes superficial connections among a limited range of elements in the question. - Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	- Demonstrates limited understanding of religion and belief. - Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. - Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	- Demonstrates accurate understanding of religion and belief. - Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. - Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	- Demonstrates sustained accurate and thorough understanding of religion and belief. - Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. - Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Mark
2(a)	Award one mark for each point identified up to a maximum of three: • Humans can control their environment by clearing land (1). • Dam Streams (1). • Fell trees (1). • Plant crops (1). • Turn off the central heating (1). Accept any other valid response.	3

Question number	Answer	Reject	Mark
2(b)	Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks. Buddhism: • Many Buddhists believe Buddhism has no concept of sin (1), since sin is an act against the will of an individual deity (1). • The whole universe is subject to the law of karma (1), every action has an inevitable effect (1). • Some Buddhists consider sin to be those actions which transgress the universal moral code (1). Sin is therefore a human construct (1). Accept any other valid response.	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4
	Christianity: • Most Christians believe sin is an act of disobedience against God's will (1). Sin separates humans from God (1). • God gave humans free will (1) so an individual may decide to act in a sinful way (1). • Through belief in Jesus Christ Christians believe they can escape eternal punishment for their sin	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4

	(1). They can confess their sins and seek God's forgiveness (1). Accept any other valid response.		
	Hinduism: • Hindu scriptures contain many references to sin and sinful behaviour (1). Most Hindus believe sin is a result of neglecting one's dharma (1). • Sin can come from both intentional and unintentional actions (1). The main causes of sin are believed to be egotism, attachment and delusion (1). • There is no concept of original sin in Hinduism (1), rather, sin is the opposite of virtue (1). Accept any other valid response.	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4
	Islam: • Muslims believe that life is a test (1); Allah weighs an individual's good deeds against their sins on Judgement Day (1). • A sin is any act which goes against the will of Allah (1). Allah has sent guidance to all Muslims through the Qur'an and the prophets (1). • The Prophet Muhammad once said 'Righteousness is good character, and sin is that which you do not want people to know about' (1). This illustrates the shameful nature of sin (1). Accept any other valid response.	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4
	Judaism: • Judaism considers breaking any of the 613 mitzvot in the Torah as a sin (1). Jewish people consider that sinning is an inevitable part of life (1). • Within Judaism sin has many classifications and degrees (1),	• Repeated belief/ development. • Development that does not relate both to the belief given and to the question.	4

	but no sin committed with willful intent will go unpunished (1). Wrongdoing committed in ignorance is not considered sinful (1). A person cannot sin if they did not know the action was wrong (1). Accept any other valid response.		
	Sikhism: - In Sikhism sin is used to describe an action that violates a religious or moral code (1). It is an action that has been forbidden or is considered wrong (1). - Forgetfulness of God is considered the greatest sin in Sikhism (1). Causes of sin can include the four rivers of vice: violence, attachment, greed and anger (1). - The Guru Granth Sahib declares that all sins are destroyed by devotion to Waheguru (1) and through his favour (1). Accept any other valid response.	- Repeated belief/development. - Development that does not relate both to the belief given and to the question.	4

Question Number	Indicative content
2(c)	Students will develop responses using ideas/reasoning/arguments such as: - Christians believe God made humans to be like himself. 'So God created mankind in his own image...' (Genesis 1:27). He gave humanity free will to make their own choices. - Muslims believe life is a test by Allah to determine if a person is fit for paradise. If humans did not have free will life could not be a test. Muslims must take responsibility for every action they commit. - Buddhists believe in rebirth. The quality of a life after reincarnation depends on the actions in this life (karma). Every decision must be taken responsibly as it determines the next life. - When religious people are faced with complex moral decisions they may pray for guidance or seek help. Ultimately the decision remains theirs and impacts the life to come.

	Accept any other valid response.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	- Limited use of religious terms (A01) - Description of relevant religion, beliefs and values is mostly satisfactory (A02) - Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	- Use of religious terms is appropriate and shows understanding (A01) - Explanation of relevant religion, beliefs and values is comprehensive (A02) - Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
2(d)	Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors. Students will develop responses using ideas/reasoning/arguments such as: - Jewish people believe the Almighty created the world perfectly as a gift for humanity. Religious people have a responsibility to return it to God in good condition. 'The land is mine and you reside in my land as foreigners and strangers.' (Leviticus 25:23). - The Bible teaches that God created the world in six days and rested on the seventh. 'God saw all that he had made, and it was very good.' Since God is omniscient the world must be as he wished it to be. - Buddhists believe that the universe is cyclical in nature. They do not look for the beginning of anything and instead view the universe as eternal, ongoing and constantly changing. The Buddha taught that people should not be concerned with the origin of the world and instead should focus on seeking enlightenment.	12

	- Some non-religious people would point out that the world is far from perfect. Tectonic plates cause earthquakes and volcanoes that lead to suffering for both humanity and the environment. There is nothing humanity can do. - Some Muslims would argue that the world was not designed to be perfect but rather created as a testing ground. Without the suffering natural evil causes, Allah would not see a person's true belief in his mercy. Their responsibility is to worship Allah. - Some Jewish people accept that the world is imperfect. Jews believe they should repair the world (Tikkun olam) in service to the Almighty. Accept any other valid response.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	- Demonstrates isolated elements of understanding of religion and belief. - Identifies information/issues and makes superficial connections among a limited range of elements in the question. - Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	- Demonstrates limited understanding of religion and belief. - Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. - Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	- Demonstrates accurate understanding of religion and belief. - Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. - Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which

		may be superficial, leading to a partially justified conclusion.
Level 4	10–12	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Mark
3(a)	Award one mark for each point identified up to a maximum of three: • Religious people may pray for help for a struggling family (1). • Offer advice (1). • Help with childcare (1). • Run support groups for parents (1). • Support a food bank (1). Accept any other valid response.	3

Question number	Answer	Reject	Mark
3(b)	Award one mark for providing an attitude. Award a second mark for development of the attitude. Up to a maximum of four marks. • Many non-religious people believe they should be able to adopt children (1). They can provide loving homes to adopted children (1). • Some non-religious people believe that there is no point in adopting a genetically unconnected child (1), because they believe the purpose of reproduction is to pass on their genes (1).	• Repeated attitude/development. • Development that does not relate both to the attitude given and to the question.	4

	Some non-religious people have fought for the right to adopt children (1), because many adoptions are still organised by religious organisations (1). Accept any other valid response.		
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Question Number	Indicative content		
3(c)	Students will develop responses using ideas/reasoning/arguments such as: - Non-religious people generally have no issues with remarriage after divorce. As a legal contract has been dissolved people are free to marry again. - Jewish people accept remarriage after divorce. Moses permitted a man to write a certificate of divorce and send his wife away. People are imperfect, divorce is sometimes preferable, and divorced people deserve a second chance of happiness. - Many Catholic Christians are opposed to remarriage after divorce. Jesus said 'Anyone who divorces his wife and marries another woman commits adultery against her.' (Mark 10:11). Adultery breaks one of the Ten Commandments. - In Hinduism the ability of a widow to remarry is largely determined by cultural practice rather than religion. Some hymns in the Rig Veda imply a woman is allowed to remarry. Some other scriptures appear to ban even remarriage to a dead husband's brother. Accept any other valid response. Answers which only refer to one attitude cannot be awarded marks beyond level 1.		
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1-3	- Limited use of religious terms (A01) - Description of relevant religion, beliefs and values is mostly satisfactory (A02) - Gives a partial explanation of the significance and influence of beliefs and values (A02)	
Level 2	4-6	- Use of religious terms is appropriate and shows understanding (A01) - Explanation of relevant religion, beliefs and values is comprehensive (A02)	

		• Explanation of significance and influence of beliefs and values is comprehensive (A02)
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Question number	Indicative content	Mark
3(d)	Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors. Students will develop responses using ideas/reasoning/arguments such as: • One of the Buddha's main aims was to alleviate suffering. Humanity suffers because they tend to be angry, greedy and deluded about the true nature of reality. Practices like meditation help to reduce suffering. • Christians believe it is important to relieve suffering as Jesus did, when he fed the poor and healed the sick. Many Christians work in vocations that aim to alleviate suffering such as medicine or aid. • Muslims also value the importance of reducing suffering. This was championed by Prophet Muhammad. He said, 'He is not a believer whose stomach is filled while his neighbour goes hungry.' • In Judaism there is both a duty to preserve life and a responsibility not to extend suffering. In some situations, the duty to preserve life can be overridden and doctors can choose to withhold treatment allowing a terminally ill person to die. • Hindu traditions generally promote the acceptance of pain and suffering as an inevitable consequence of karma. Accepting it also means a person becomes less attached to trying to change it. • Some would argue that the desire to reduce suffering cannot extend to extremes. Reducing the suffering of either a mother or a foetus cannot be used to justify abortion, since some see abortion as murder.	12

	Accept any other valid response.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	• Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	• Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	• Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Mark
4(a)	Award one mark for each point identified up to a maximum of three: • A person may make the world a better place by giving charity (1). • Reducing their carbon footprint (1). • Campaigning (1). • Volunteering (1). • Picking up litter (1). Accept any other valid response.	3

Question number	Answer	Reject	Mark
4(b)	Award one mark for providing an attitude. Award a second mark for development of the attitude. Up to a maximum of four marks. • Religious people may believe same-sex relationships are banned by God (1). They are strongly discouraged in some religious communities (1). • Some liberal Christians accept that same-sex relationships are a consequence of biology (1). There is scientific evidence that same-sex preference is determined genetically (1). • Many Christians are accepting and welcoming of people in same-sex relationships in the Church (1). A minister can choose to confer blessings on a couple (1). Accept any other valid response.	• Repeated attitude/ development. • Development that does not relate both to the attitude given and to the question.	4

Question Number	Indicative content	
4(c)	Students will develop responses using ideas/reasoning/arguments such as: • Buddhists do not see marriage as a religious duty. As a result cohabitation and a healthy sexual relationship is acceptable. A person engaged in sex outside marriage in a loving committed relationship has not engaged in sexual misconduct. • The Qur'an bans sex outside marriage, both adultery and pre-marital sex are condemned. Muslims believe sex should only happen within a marriage as it is the only place suitable to have and raise Muslim children. • Judaism is firmly opposed to adultery because it was forbidden by the Almighty in the Ten Commandments. Many Orthodox Jews believe sex should only take place following a Jewish marriage, they consider this necessary for the survival of Judaism. • Some Christians accept sex outside marriage within the confines of a committed and enduring relationship. They see it as a step on the road to marriage and believe that these couples should be welcomed in the Church and encouraged to marry. Accept any other valid response. Answers which only refer to one response cannot be awarded marks beyond level 1.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	• Limited use of religious terms (A01) • Description of relevant religion, beliefs and values is mostly satisfactory (A02) • Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	• Use of religious terms is appropriate and shows understanding (A01) • Explanation of relevant religion, beliefs and values is comprehensive (A02) • Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
4(d)	Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors. Students will develop responses using ideas/reasoning/arguments such as: • Some young children from every race, culture and religion speak of memories of a past life they claim to have lived. This suggests it is a universal phenomenon and offers proof that some essence of a person can pass through death. • The child may show behaviours that correspond to the remembered life they claim to have lived. They may also have birth marks or birth defects that correspond to wounds or other marks on the deceased person whose life they are remembering. • Some Hindus believe the soul can become burdened with an accumulation of impressions as part of the karma from past lives. Some types of yoga employ a process of past life regression as part of their practice. • Christians believe each soul is uniquely created by God. In Jeremiah 1:5 God says 'Before I formed you in the womb I knew you.' This suggests souls are not reborn but each individual is a unique creation with a unique plan for their life. • Muslims believe that a belief in reincarnation is a rejection of belief in Allah. Islam teaches of a single life on earth, used by Allah as the basis of judgement on Judgement Day. How this one life is lived determines whether a person goes to heaven or hell. • Most non-religious people would not believe that children are remembering past lives or that souls are reborn. They would point to the impossibility of proving such claims since there is no empirical evidence that a soul even exists.	12

	Accept any other valid response.	
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Level	Mark	Descriptor
	0	No rewardable response.
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Level 2	4–6	• Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	• Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Mark
5(a)	Award one mark for each point identified up to a maximum of three: • It is always wrong to break the law (1). • Some laws are unjust (1). • Crime is the consequence of inequality (1). • Crime is inevitable (1). • Not all crimes are equal (1). Accept any other valid response.	3

Question number	Answer	Reject	Mark
5(b)	Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks. Buddhism: • Most Buddhists are opposed to capital punishment because the first precept is to refrain from taking life (1). Buddhists should not harm any living thing (1). • Buddhists practise ahimsa (1). It is wrong to show violence at any time (1). • Killing a criminal produces bad karma (1). This would prevent a Buddhist reaching enlightenment (1). Accept any other valid response.	• Repeated reason/ development. • Development that does not relate both to the reason given and to the question.	4
	Christianity: • Many Christians are opposed to the death penalty because the Ten Commandments prohibit murder (1). Capital punishment is a form of murder (1). • No one deserves to be sentenced to death (1). The Bible teaches 'As you do unto the least of my	• Repeated reason/ development. • Development that does not relate both to the reason given and to the question.	4

	brothers, you do unto me.’ (Matthew 25:40) (1). Some believe the offender should be helped rather than condemned (1). The Methodist Church released a statement condemning capital punishment (1). Accept any other valid response.		
	Hinduism: - Hindus practise ahimsa (1). They are therefore opposed to ending a life (1). - Gandhi taught the futility of revenge (1). He said ‘An eye for an eye makes the whole world blind.’ (1). - Hindus believe in karma (1). A murderer will pay for his sins in the next life (1). Accept any other valid response.	- Repeated reason/ development. - Development that does not relate both to the reason given and to the question.	4
	Islam: - A minority of Muslims are opposed to capital punishment because the Qur’an emphasises the importance of forgiveness (1). ‘He who forgives and makes amends, his reward lies with Allah.’ (Surah 42:40) (1). - Shari’ah law allows for the payment of ‘blood money’ in recompense for a murder (1). This is a means by which those who can afford it can avoid the death penalty (1). - Muslims believe that even the most rigorous court system may make mistakes (1). Executing a prisoner in error is a mistake that cannot be undone (1). Accept any other valid response.	- Repeated reason/ development. - Development that does not relate both to the reason given and to the question.	4

	Judaism: • The Mishnah states that a religious court that executed once in seventy years was a destructive court (1). There are many protections in Jewish law to avoid the death penalty (1). • There is no convincing evidence that the death penalty is an effective deterrent (1). Most murderers are aware of the consequences of their actions but commit murder anyway (1). • Jewish people believe that even the most rigorous court system may make mistakes (1). Executing a prisoner in error is a mistake that cannot be undone (1). Accept any other valid response.	• Repeated reason/ development. • Development that does not relate both to the reason given and to the question.	4
	Sikhism: • Sikhs believe all human beings have divine dignity (1). Only Waheguru can take life (1). • Killing in cold blood is banned by Sikhism (1). The convicted murderer is not involved in a fair fight (1). • The Ten Gurus did not advocate capital punishment (1) and there are no instructions about it in the Guru Granth Sahib (1). Accept any other valid response.	• Repeated reason/ development. • Development that does not relate both to the reason given and to the question.	4

Question Number	Indicative content
5(c)	Students will develop responses using ideas/reasoning/arguments such as: • Political differences may lead to conflict. Two countries with opposing world views may find it impossible to negotiate or find a compromise. • Scarcity of resources may lead to conflict. If one country has access to many, whilst their neighbour has few, some may feel they have no choice other than to fight for survival.

	- There may be historic arguments over land or borders. Participants may be unwilling to negotiate over land they believe is theirs by right. - Religious differences may also lead to conflict. If one group are a religious minority and believe they are oppressed, they may take up arms to defend their right to worship freely. Accept any other valid response.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	- Limited use of religious terms (A01) - Description of relevant religion, beliefs and values is mostly satisfactory (A02) - Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	- Use of religious terms is appropriate and shows understanding (A01) - Explanation of relevant religion, beliefs and values is comprehensive (A02) - Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
5(d)	Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting A02 descriptors. Students will develop responses using ideas/reasoning/arguments such as: - Bullying should be a crime because of the harm it causes its victims. Since the law is designed to protect the weak and vulnerable in society it should be used to protect the victims of bullying. - Bullying can have very serious consequences. Significant numbers of people commit suicide in response to bullying. This has been made worse by social media. - Humans will always want to feel more powerful than others. Proverbs 29:15 says 'A rod and a reprimand impart wisdom.' Suggesting that wrongdoing must be punished to prevent it reoccurring.	12

	• Most Buddhists would agree because bullying would go against the first precept as it can cause both physical and emotional harm. • Some Christians would disagree. They may argue that bullies should be educated and helped to learn more positive behaviours. The Bible teaches Christians to 'Love thy neighbour.' (Matthew 22:39). It is more loving to teach than to punish. • Muslims may suggest that it is possible to reduce bullying without criminalising it. If everyone saw society as a family then they would seek to encourage those around them rather than bullying them. Accept any other valid response.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	• Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	• Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	• Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level 4	10–12	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Mark
6(a)	Award one mark for each point identified up to a maximum of three: • Society may permit capital punishment because it is permitted in many holy books (1). • Capital punishment gets rid of the most dangerous people in society (1). • It acts as a deterrent (1). • It makes clear the punishment for the most serious crimes (1). • It provides justice for a victim's family (1). Accept any other valid response.	3

Question number	Answer	Reject	Mark
6(b)	Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks. Buddhism: • Buddhism teaches that everyone is unique (1). All can contribute positively to society so all should be included (1). • All humans have common genetic heritage (1), and all experience the suffering of birth, ageing, sickness and death (1). • Some Buddhists believe everyone has the innate potential to achieve enlightenment in this lifetime (1),	• Repeated teaching/development. • Development that does not relate both to the teaching given and to the question.	4

	so every human should be valued and included (1). Accept any other valid response.		
	Christianity: - Christians believe God created every individual uniquely (1) and every individual is loved by God (1). - Jesus died for the sins of the whole world (1) so Christians should extend that love to everyone (1). - The New Testament says ‘...before me was a great multitude that no one could count, from every nation, tribe people and language.’ (Revelation 7:9) (1). Everyone is included in the worship of the Lord (1). Accept any other valid response.	- Repeated teaching/ development. - Development that does not relate both to the teaching given and to the question.	4
	Hinduism: - Hinduism can be regarded as inclusive due to the range of beliefs it encompasses (1). It can be regarded as a complex collection of very diverse groups (1). - The Veda holds women in high esteem (1). In many Hindu communities it is accepted that all people have equal worth (1). - Everyone has the divine spark within them (1). This should be respected in everyone (1). Accept any other valid response.	- Repeated teaching/ development. - Development that does not relate both to the teaching given and to the question.	4
	Islam: - Prophet Muhammad said ‘There is no superiority for an Arab over a non-Arab’ (1). Islam is for all people in all times (1). - Allah created each individual uniquely (1). Every individual is valued by Allah (1).	- Repeated teaching/ development. - Development that does not relate both to the teaching	4

	Allah judges the value of a person on their actions during life (1). He judges the balance of deeds rather than a person's gender (1). Accept any other valid response.	given and to the question.	
	Judaism: - Jewish people are taught to 'Love your neighbour as yourself.' (Leviticus 19:18) (1). This encourages Jews to include everyone in the community (1). - In the Tanakh disabilities are taken for granted as part of life (1). For example, Jacob goes blind in old age (1). - The Torah teaches 'Justice, justice, you shall pursue' (Deuteronomy 16:20) (1). If individuals are excluded society cannot be just (1). Accept any other valid response.	- Repeated teaching/ development. - Development that does not relate both to the teaching given and to the question.	4
	Sikhism: - Guru Nanak denounced the caste system (1). He believed that everyone has access to Waheguru (1). - At the langar everyone has access to food (1). Everyone sits at the same level and eats the same food, uniting the community (1). - Guru Nanak said 'Without women there would be no one at all' (1). This demonstrates the inclusiveness at the heart of Sikhism (1). Accept any other valid response.	- Repeated teaching/ development. - Development that does not relate both to the teaching given and to the question.	4

Question Number	Indicative content	
6(c)	Students will develop responses using ideas/reasoning/arguments such as: - Religious groups often have an important role to play in peacekeeping. They are motivated by the tenets of their faith. 'Turn from evil and do good; seek peace and pursue it.' (Psalm 34:14). - Interfaith dialogue provides a mechanism for resolving violent conflict. Religious leaders may stress the importance of apology and forgiveness. - The role of religion is particularly important when religious identity is a factor in the conflict. Religious leaders can unite to appeal to their communities to promote peace. - Religious leaders hold a respected set of values and have credibility as part of a trusted institution. This provided a unique opportunity to be heard even by those engaged in violence. Accept any other valid response.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	- Limited use of religious terms (A01) - Description of relevant religion, beliefs and values is mostly satisfactory (A02) - Gives a partial explanation of the significance and influence of beliefs and values (A02)
Level 2	4-6	- Use of religious terms is appropriate and shows understanding (A01) - Explanation of relevant religion, beliefs and values is comprehensive (A02) - Explanation of significance and influence of beliefs and values is comprehensive (A02)

Question number	Indicative content	Mark
6(d)	Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting A02 descriptors. Students will develop responses using ideas/reasoning/arguments such as:	

	• Many Muslims would support this idea. In Islamic tradition the law of the land is firmly rooted in the rules established by the Qur'an. This is still practised in many predominantly Muslim countries. • Crimes are offenses against other members of society that undermine the wellbeing of the victim. By causing harm to others and society crimes must be sinful. • The law of the land is largely based on the sins outlined in holy books, for example, the Ten Commandments. If religious sins are the template for the law, then crimes are indeed sins. • Some actions may technically be sinful but, if performed with righteous intention, can be a good thing. For example, speeding to save the life of a seriously ill person. It may break the law, but it could not be regarded as sinful. • Some sins are no longer considered crimes. It is possible for people to divorce and for same-sex couples to marry. Both of these are sins for many religious people. • Sins are an offence against God. Some sins do not reach the threshold to be considered crimes. For example, a person cannot be arrested for disrespecting his parents even though this is banned in the Ten Commandments. Accept any other valid responses.	12
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	• Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	• Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to

		appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	• Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connection between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Mark
7(a)	Award one mark for each point identified up to a maximum of three: • Women should have equal opportunities in the workplace (1). • Women should have equal access to education (1). • Women should be wives and mothers (1). • Women should not be politically active (1). • Women should have the same rights as men (1). Accept any other valid response.	3

Question number	Answer	Reject	Mark
7(b)	Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.	• Repeated reason/development. • Development that does not	4

	- It should be seen that everyone is treated fairly by the justice system (1) and the Human Rights Act ensures equality before the law (1). - Laws should apply to all, even family members (1). Prophet Muhammad said he would cut off the hand of his daughter if he found her stealing (1). - Treating individuals differently in law leads to inequalities in society (1). In the UK fewer white people are subjected to police stop and search (1). Accept any other valid response.	relate both to the reason given and to the question.	
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Question Number	Indicative content		
7 (c)	Students will develop responses using ideas/reasoning/arguments such as: - The government should support the poor by providing state benefits. These allow people to have a minimum standard of living. This may include subsidised housing and access to food and warm spaces. - The government may offer practical help in offering training and skills development to encourage the poor into paid employment. They can therefore begin to provide for themselves. - Churches may support individuals caught in the poverty trap by running food banks and distributing items such as food and bedding. - Charities, such as Shelter, raise money to provide accommodation for homeless people providing them with an address and help to find employment. Accept any other valid response.		
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1-3	- Limited use of religious terms (AO1) - Description of relevant religion, beliefs and values is mostly satisfactory (AO2)	

		• Gives a partial explanation of the significance and influence of beliefs and values (AO2)
Level 2	4-6	• Use of religious terms is appropriate and shows understanding (AO1) • Explanation of relevant religion, beliefs and values is comprehensive (AO2) • Explanation of significance and influence of beliefs and values is comprehensive (AO2)

Question number	Indicative content	Mark
7(d)	Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors. Students will develop responses using ideas/reasoning/arguments such as: • Many Jewish people would agree since the Almighty's will is for individuals to exercise free will. Proselytising is generally regarded as offensive in Judaism. • The Buddha taught his followers to respect those of other religions and the clergy. Buddhism does not have a tradition of trying to convert others. The Dalai Lama has criticised proselytisation. • Hinduism does not have a tradition of trying to convert others. Many Hindus believe that all paths are equally valid in their purest form so followers can choose or change to any belief and worship any god or goddess. • Many Christians believe they have a God given responsibility to convert others. Jesus said, 'No one comes to the father except through me.' (John 14:16). They see converting others as the only way to save them from hell. • The Qur'an encourages Muslims to 'Invite all to the Way of your Lord with wisdom and kind advice.' (Surah 16:125). This suggests people should be offered the opportunity to convert but never be forced. • For many religious people proselytisation is fundamental to their faith, The Church of Jesus Christ of Latter-day Saints is one of the most active practitioners	12

	of missionary work. They reported that they had 54,000 missionaries worldwide at the end of 2021.	
	Accept any other valid response.	

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	• Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	• Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	• Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Mark
8(a)	Award one mark for each point identified up to a maximum of three: • Non-religious people may give charity (1). • Work in a vocational occupation (1). • Treat strangers kindly (1). • Volunteer at homeless shelters (1). • Campaign against unfair imprisonment (1). Accept any other valid response.	3

Question number	Answer	Reject	Mark
8(b)	Award one mark for providing an example. Award a second mark for development of the example. Up to a maximum of four marks. • The United Kingdom has a persistent gender pay gap (1). One reason this occurs is because many women work part-time when they have children (1). • Women are often disproportionately affected by economic policies (1). Austerity affects women more than men because women are the majority of welfare recipients (1). • Women feel less safe in public (1). This is exacerbated by the violence some women are subjected to on the street (1). Accept any other valid response.	• Repeated example/development. • Development that does not relate both to the example given and to the question.	4

Question Number	Indicative content	
8 (c)	Students will develop responses using ideas/reasoning/arguments such as: - Religious leaders can use scripture to teach their congregations about the fight to end racism. For example, Christians can use 'There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.' (Galatians 3.28) - They can make their places of worship welcoming to all regardless of race, united in their common faith. For example, all are welcome at the langar. - They can establish interfaith groups to bring together those of different racial backgrounds around issues of common concern. Working together encourages mutual respect. - They can begin to address some of the issues of racial disparity in their own communities. For example, they could encourage increased racial integration in the school system and the labour market. Accept any other valid response.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	- Limited use of religious terms (AO1) - Description of relevant religion, beliefs and values is mostly satisfactory (AO2) - Gives a partial explanation of the significance and influence of beliefs and values (AO2)
Level 2	4-6	- Use of religious terms is appropriate and shows understanding (AO1) - Explanation of relevant religion, beliefs and values is comprehensive (AO2) - Explanation of significance and influence of beliefs and values is comprehensive (AO2)

Question number	Indicative content	Mark
8(d)	Students must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors. Students will develop responses using ideas/reasoning/arguments such as: • Christians may believe that giving charity is the best way to help the poor. Jesus said 'It is more blessed to give than to receive.' (Acts 20:35). By supporting the needy Christians please God. • Sikhs practise charitable giving when they share food at the langar. In Sikh communities this ensures the poor do not go hungry. • Muslims donate a portion of their income as zakah. The Qur'an says, 'Charities are for the poor, and the destitute, and those who administer them, and for reconciling hearts, and for freeing slaves, and for those in debt, and in the path of Allah, and for the traveller in need.' (Surah 9:60) so Muslims are obligated by Allah to give charity to the poor. • Some Jewish people may suggest there are better ways to support the poor. Proverbs 31:8 encourages Jews to fight for justice for the poor. 'Speak up for those who cannot speak for themselves, for the rights of all who are destitute.' • Some non-religious people believe that charity may provide short-term relief, but it is more important to bring about structural change in society, so the poor do not require charity to survive. • Some suggest that charitable giving creates a cycle of dependency. It is more important to educate people so they can earn a living. Accept any other valid response.	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	• Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections among a limited range of elements in the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	• Demonstrates limited understanding of religion and belief. • Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	• Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question. • Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	• Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

