



Mark Scheme (Results)

June 2019

Pearson Edexcel International GCSE
In Religious Studies (4RS1/02)
Paper 2: The Religious Community

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Mark scheme

Buddhism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a point. Award a second mark for development of the point. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The Buddha saw an old man; (1) which taught him that growing old is something that happens to every human being. (1) • He saw a person who was sick; (1) he realised that all people were subject to illness and pain. (1) • He encountered a dead body; (1) and came to understand that death is inevitable. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated point/development. • Development that does not relate to both the point given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Dhammapada is a compendium of the Buddha's teachings, and it summarises for Buddhists the many volumes of the Pali Canon. • Some Buddhists believe that every verse of the Dhammapada was spoken by the Buddha himself, and helps Buddhists understand how the Buddha responded to the various challenges in his life. • The Buddha taught that the Dhammapada is a guide to right living and that practising its teachings leads to release from earthly desires. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and its beliefs when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Bhikkhus/bhikkhunis live an ascetic life which reminds Buddhists of the value of renunciation. • They can act as wise teachers of the Buddhist way of life, which can help Buddhists on the path to Enlightenment. • Generosity to monks and nuns encourages the virtue of selflessness and wisdom, which develops good kamma. • The life of a monk or nun is very challenging and is not one that is open to most lay people, so their example may not help a lay person live their life. • Monks and nuns and lay people have different responsibilities and therefore do not approach life in the same way. • Every person is responsible for how they live their lives and it should be based on their own insight and awareness. <p>Accept any other valid response. (10 marks)</p>

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

Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Pilgrims will visit the Mahabodhi Temple (1) and venerate the statue of the Buddha. (1) • They will meditate under the Bodhi tree (1) in the search for Enlightenment. (1) • They will engage in chanting (1) as an expression of devotion. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated practice/development. • Development that does not relate to both the practice given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Wesak celebrates the birth of the Buddha, and is an opportunity for Buddhists to honour the memory of the Buddha by practising generosity to orphans and the needy. • The celebration remembers the Buddha's Enlightenment, reminding Buddhists of the need to follow his teachings in order to achieve nibbana. • Wesak recalls the death of the Buddha, and this reminds Buddhists of the impermanence and imperfections of life, which involves suffering. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Pilgrimage was established as an important component of Buddhist life soon after the Buddha's death to honour places associated with the life of the Buddha. • Pilgrimage is considered a form of meditation that helps Buddhists to seek their own Enlightenment. • On pilgrimage, Buddhists will focus on the teachings of the Buddha, which will renew their understanding of his wisdom. • Pilgrimage can involve a long and difficult journey, which is a proof of their loyalty and an example of right action. • Pilgrimage is not an essential part of the Buddhist life, because the Buddha is not believed to be a god. • Not everyone has the means or the ability to travel on pilgrimage, but this does not affect their ability to follow the teachings of the Buddha. <p>Accept any other valid response. (10 marks)</p>

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

	<ul style="list-style-type: none"> 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	Reject	Mark
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> A vihara will have a statue of the Buddha, (1) before which believers will meditate. (1) Japanese viharas will often have shrines associated with the dead (1) and Buddhists will go there to offer prayers for their deceased relatives and friends. (1) Many viharas contain large bells (1) which are rung during important festivals. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated feature/ development. Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some Buddhists believe that spinning a prayer wheel is as effective a form of worship as reciting sacred texts, because of their belief in the power of sound. • Buddhists who are illiterate and therefore unable to read the texts can spin the prayer wheel as a simple and elegant way to express their prayers. • It is believed that when the wheel is spun the person gains wisdom and destroys negative kamma, helping them to progress on the spiritual path. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Buddhists often worship in the vihara because it is a peaceful place which is an aid to meditation. • Viharas are the focus of common worship, allowing Buddhists to unite and celebrate the major festivals together. • Monks and nuns gather in the vihara to join together in chanting and prayer, which provides an example for the laity. • Buddhists homes will often contain a small shrine with an image of the Buddha. This enables Buddhists to worship at home. • Buddhist worship is often a simple activity of sitting in meditation, and this does not require special places for formal ceremonies. • Daily worship performed regularly at home shows the same reverence and devotion, which helps to develop good mental states. <p>Accept any other valid response. (10 marks)</p>

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

Christianity

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> The Bible is read aloud during Christian worship (1) so that believers can become more familiar with their sacred texts. (1) Often a Christian will read the Bible at home (1) which allows Christians to gain a deeper understanding of its meaning. (1) The Bible is often placed on a special stand during worship (1) which is a mark of respect for what is believed to be the Word of God. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated way/development. Development that does not relate to both the way given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Christians believe that Jesus was both God and man and they understand his death as a demonstration that he was fully human like them, and able to suffer and to understand suffering. Jesus willingly accepted his death, and many Christians understand this as a fulfillment of Old Testament prophecies about the Messiah accepting suffering and death like a lamb being led to the slaughter. Jesus' death is understood by Christians as an act of atonement; that, by dying on the cross, he took upon himself the punishment for the sins of the world and made salvation possible. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Christians believe that the conscience is the voice of God guiding their actions and helping them to make the right choices in life. • On the Day of Judgement, Christians believe they will have to answer for their own conduct, and so it is important for them always to do what they believe to be right. • Many Christian leaders have taught the primacy of conscience, because this is the way in which individuals can stand up for moral conduct in the face of corrupt authority. • Christians believe that the Bible contains God's law, and that it must be followed to remain faithful to God's will. • Some Christians believe in Natural Law, and that some actions are always wrong and must be avoided, no matter the good intentions of the individual. • Catholic teaching stresses the need for an 'informed conscience' and states that unless it is guided by the teaching of the Church, the conscience may be in error and lead Christians into sin. <p>Accept any other valid response. (10 marks)</p>

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

	<ul style="list-style-type: none">• 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	Reject	Mark
2(a)	<p>Award one mark for providing a practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> Christians will visit the Church of the Nativity (1) and venerate the place where Jesus was born. (1) They will visit the Chapel of the Manger (1) to see the place where Jesus was visited by the shepherds and wise men. (1) Many Christians will join together in common prayers (1) to express their worship of God made man. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated practice/development. Development that does not relate to both the practice given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Easter celebrates the resurrection of Jesus, which Christians believe was proof that Jesus had the power to conquer death and guarantee the reality of eternal life. Easter celebrations allow Christians to recall and give thanks for the salvation they believe Jesus achieved by his death and resurrection. The events of the first Easter are believed by many Christians to mark the birth of the Christian faith, when the disciples came to understand that Jesus was truly God, proven by his resurrection and subsequent appearances. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Christmas is important because it marks the birth of Jesus, when Christians believe God took on human flesh. • Christmas is the most widely celebrated Christian celebration, which focuses on the faith of children and the Christian family. • Christmas is an opportunity to show kindness to others by giving gifts in memory of the gifts of the wise men to Jesus. • Some Christians will argue that Holy Week is the most important festival because it celebrates salvation from sin, which was the purpose of Jesus' coming. • Many people believe that Christmas has become too commercialised, and celebrated by many people who have no interest in its true meaning. • Some Christians argue that no single Christian celebration is more important than any other, but that they are all part of the mission of Jesus as teacher and saviour. <p>Accept any other valid response. (10 marks)</p>

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

Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a part. Award a second mark for development of the part. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> The bride and groom exchange vows (1) which is a mark of their lifelong commitment to each other. (1) The priest gives a blessing (1) which is a sign that the union has been welcomed by God. (1) Some Christian marriages include a commitment to having children (1) which expresses a purpose of marriage, to raise a family. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated part/development. Reject development that does not relate to both the part given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Baptism is the Christian rite of initiation, by which the person becomes a member of the Christian faith, which is believed to be the path to salvation. Baptism involves washing with water, which is for many Christians a sign that the person is cleansed from original sin, and of their commitment to trying to live a pure, sin-free life. Jesus was baptised by John at the start of his ministry, and Christians believe it is important to follow Jesus' example by being baptised and living according to his example and teaching. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Christians believe it is possible to worship God anywhere and at any time, and that this does not depend on any building or objects. • Christians worship in a variety of different styles of church, which indicates that no one particular style is essential to Christian faith and practice. • Different styles of church can be better for different forms of worship, such as a circular church stressing the unity of Christians in prayer. • Some Christians believe it is important for churches to take the form of a cross, which means that it symbolises the death of Jesus. • Some Christians believe that the church should be a place that encourages a spirit of devotion to God, and that some designs of church are more likely to promote this. • Some Christians, such as Quakers, believe churches should be simple, with no features that distract from a spirit of inner prayer. <p>Accept any other valid response. (10 marks)</p>

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

	<ul style="list-style-type: none">• 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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Hinduism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a role. Award a second mark for development of the role. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> The swami acts as a spiritual teacher (1) and some Hindus will visit the mandir to ask the swami for advice. (1) The swami is an example to those who visit the mandir of the virtue of renunciation (1) which they will try to imitate in their lives. (1) Swamis give Hindus an opportunity to practise generosity (1) which is a source of religious merit. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated role/development. Development that does not relate to both the role given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Bhagavad Gita is a source of knowledge for Hindus about how to live their lives in a way which will help them cast off the cycle of birth and death, and attain the immortal state. It teaches the importance of renunciation, reminding Hindus that they come into the world with nothing and can take nothing, and so helps them to live more peacefully with other people. Hindus consider the Bhagavad Gita a universal scripture, that it contains wisdom for all times and for all people, and is therefore a gift to the whole of humanity, helping everyone to achieve the perfection of the self. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Mahatma Gandhi is one of the most famous of modern Hindus, and therefore his teaching has been influential throughout the world. • Gandhi was central to the movement for Indian independence and can be considered a person of great historical importance in the work of emancipation. • His teaching about non-violent resistance has been adopted by many people of other religions and none, and is an important means in the modern world for the achievement of political change. • Gandhi has been accused of being too involved in politics and to have distorted the message of Hinduism. • Some people argue that his movement led to the partition of India and to an increase in Hindu-Muslim violence that has damaged the reputation of both religions. • Some people could argue that Hindus involved in popular culture, such as the film-maker Satyajit Ray, were able to introduce a much broader audience to Hindu belief and culture. <p>Accept any other valid response. (10 marks)</p>

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

9-10	<ul style="list-style-type: none">• Demonstrates sustained accurate and thorough understanding of religion and belief.• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Pilgrims bathe in the Ganges (1) which they believe helps to purify them. (1) • They collect river water in containers (1) which they take home to family unable to make the pilgrimage. (1) • Some Hindus travel to the Ganges when they are about to die; (1) they believe this helps them to attain moksha. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated practice/development. • Development that does not relate to both the practice given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The celebration of Durga Puja is important because it celebrates the victory of good over evil, as it remembers the victory of the Mother Goddess Durga over the demon Mahishasura. • The festival is one that brings joy to Hindu families because it reminds them of the value of virtue and of kindness to each other. • It is an important festival because it worships God as a Mother, emphasising the importance of motherhood and the caring relationship that motherhood represents. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Pilgrimage is a central feature of Hinduism, which has many important pilgrimage sites across India. Many Hindus believe they gain good karma by visiting these sites. • Pilgrimage is often made to Varanasi because it contains many mandirs dedicated to Lord Shiva, and Hindus believe that worshipping there can build positive merit. • Pilgrimage to the river Ganges is important because Hindus believe the river has flowed from heaven, as a source of purification for human beings. • There is no Hindu teaching that says that pilgrimage is essential to Hindu practice, it is seen as a possible source of merit rather than a duty. • Many Hindus believe their most important religious duties are the ashrama, where they live their lives according to the responsibilities of each stage they have reached. • Some people are unable to go on pilgrimage for practical or health reasons, and this inability involves no loss of merit according to Hindu teaching. <p>Accept any other valid response. (10 marks)</p>

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

	<ul style="list-style-type: none"> • 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	Reject	Mark
3(a)	<p>Award one mark for providing a practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Bhakti can be expressed by chanting (1), such as the chant of praise to Krishna. (1) • Dance can also be a form of bhakti (1) which many Hindus believe can be an expression of honour to the gods. (1) • Hindus often make devotional offerings of fruit and flowers (1) which they believe will bring blessings upon them. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated practice/development. • Development that does not relate to both the practice given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Mantras are understood as a way to express devotion, by helping to establish a connection with the divine, and to invoke the power of the gods to achieve certain aims. • Hindus believe that the repetition of mantras can help to focus meditation by concentrating the mind, clearing away everyday concerns. • Mantras often repeat the sacred symbol 'aum' which is used to both remind Hindus of the divine, and express its depth and complexity. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The use of images is a central feature of Hindu worship, and both homes and mandirs will usually have such images as a focus for worship. • In Hinduism the image is a representation of the divine, through which Brahman can be prayed to and worshipped. • Shrines are an important feature of Hindu worship, they exist in the home and in the mandir, and an image of one of the deities is the central feature of the shrine, where offerings are made. • Hindu worship uses other forms such as yantras, and therefore does not always require the use of images. • The use of mantras does not involve images but focuses rather on sacred texts or syllables, which are used to increase concentration. • Mandalas are not images but geometric designs, and as they are a common feature of Hindu worship are believed to bring a variety of benefits, such as peace and financial gain. <p>Accept any other valid response. (10 marks)</p>

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

	<ul style="list-style-type: none">• 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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Islam

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing an event. Award a second mark for development of the event. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> The angel Jibril appeared to Muhammad, (1) and ordered him to recite. (1) Muhammad said he was illiterate (1) but he was given the power to read. (1) Muhammad was fearful and uncertain (1) but Jibril reassured him that he was to be the prophet of Allah. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated event/ development. Development that does not relate to both the event given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The imam leads the prayers in the Mosque; standing facing the Qiblah, he helps to draw together the community, and to ensure that their prayers are both unified and dignified. The imam is considered a teacher, and he will often preach a sermon at Friday prayers, which helps the congregation achieve a fuller understanding of the Qur'an and the Sunnah of the Prophet. Many Sunni Muslims will visit the imam for spiritual and moral advice and support, because he has an expertise in the understanding of the principles of Islam. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
1 (c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Muslims believe the Prophet Muhammad was specially chosen by Allah to pass on the revelation of the Qur'an, and that Allah says that Muhammad's example gives an indication of its demands. • The teachings and example of the Prophet were collected in the Sunnah, and these are available to Muslims for guidance and advice. • Islam teaches that Muhammad is the 'Seal of the Prophets', meaning that his prophecy completes and explains the teaching of all previous prophets. • For Muslims, only Allah is good, and it is by obeying the teaching of the Qur'an that Muslims can look forward to the reward of paradise. • Muslims accept that there are other figures of authority for them to follow, such as their parents and the local imam. • Shi'a Muslims believe in the Imamate, divinely appointed successors to Muhammad, who act as important guides to the interpretation of the will of Allah. <p>Accept any other valid response. (10 marks)</p>

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

9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Muslims on Hajj will wear white garments (ihram) (1) which is an expression of their desire for purity. (1) • They walk around the Ka'ba seven times (1) whilst repeating du'as. (1) • They visit the valley of Arafat (1) where they will unite in offering praise to Allah. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated practice / development. • Development that does not relate to both the practice given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Madinah is the city to which the Prophet and his companions fled when they were at risk in Makkah, it became a place of refuge and safety for them. • Madinah is the place where the Prophet was able to establish mosques, which allowed the Muslim community to gather in prayer and to receive instruction in the Qur'an. • Muhammad is buried in Madinah, and therefore the city is considered the second most holy place of Islam, and a place of pilgrimage. <p>Accept any other valid response.</p>	(6)

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

	<ul style="list-style-type: none"> • Explanation of relevant religion, beliefs and values is comprehensive. • Explanation of significance and influence of beliefs and values is assured and comprehensive.
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Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Qur'an was first revealed during Ramadan, the celebration is an opportunity for Muslims to thank Allah for this gift. • Eid ul-Fitr is a celebration established by the Prophet to end the fast of Ramadan, so it is a holy and joyful occasion. • In Muslim countries, Eid ul-Fitr is a national holiday; it is a communal celebration which includes acts of generosity towards those in need so that all can take part and strengthen the ummah. • Eid ul-Fitr is just one of two major Sunni festivals along with Eid ul-Adha, which recalls the obedience of Abraham, and some Muslims would say that both are of equal importance. • Eid ul-Adha is a festival that marks the willingness of Muslims to surrender their will to that of Allah, which is the very meaning of the Muslim faith. • Some Muslims also celebrate many days associated with events from the life of the Prophet, and these should also be considered important because the life of Muhammad is seen as the perfect example for Muslims to follow. <p>Accept any other valid response. (10 marks)</p>

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

9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Muslims will perform a ritual wash (wudu) before praying (1) as a sign of the importance of purity when coming before Allah. (1) • The prayers consist of a series of rak'as (1) which involves prayers and an act of submission to Allah. (1) • The imam will preach a sermon (1) which will help Muslims interpret the Qur'an for contemporary issues. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated practice / development. • Development that does not relate to both the practice given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The five daily prayers (salah) make up one of the Five Pillars of Islam, and are considered one of the foundations upon which a Muslim builds their faith. • By praying at set times each day, a Muslim unites with fellow Muslims all over the world in a united act of worship, which strengthens the ummah. • The combination of words and actions performed throughout the day indicate that a Muslim has submitted their mind, soul and body to Allah. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> • No rewardable material.
1-3	<ul style="list-style-type: none"> • Limited use of religious terms.

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Mosques date back to the time of the Prophet Muhammad, who said that they would be important centres for prayer and worship. • The mosque provides an opportunity for Muslims to pray together, which symbolises the unity of Islam in the ummah. • Mosques have been specifically designed to aid worship, with washing facilities, carpeted floors and the mihrab facing the direction of Makkah. • Mosques function as centres for the community, where Muslims can go to receive advice and support. • Muhammad established mosques to be also places of education, where Muslims can deepen their understanding of the teaching of the Qur'an. • Some mosques fulfill the needs of the community, for example by providing food banks and language classes. <p>Accept any other valid response. (10 marks)</p>

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

Judaism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a role. Award a second mark for development of the role. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • A rabbi presides over religious celebrations. (1) such as guiding a boy through the Bar Mitzvah ceremony. (1) • A rabbi provides spiritual advice to the Jewish community (1) for example they will offer marriage counselling. (1) • It is the duty of a rabbi to strengthen the unity of the Jewish community, (1) sometimes by arranging social events that gather the community together. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated role/ development. • Reject development that does not relate to both the role given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Abraham lived at a time of polytheism but led the Jewish people to faith in one God, and therefore is considered the first Patriarch of the Jewish people. • The Torah teaches that the Almighty promised to Abraham that his descendants, the Jewish people, would become a great nation, and that the Almighty would bless them and increase their number. • Abraham is a model of faith and of obedience to the Almighty, because he was willing to sacrifice his son Isaac at the Almighty's command. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Tradition is an important part of Judaism because the Torah, which Jews believe was given by the Almighty, contains many laws, for example about clothing and food, that they are expected to follow. • During times of captivity it was adherence to laws and traditions that helped to keep the Jewish people united and distinct from the other peoples of that time. • Some Jews believe that it is by being faithful to tradition that they show their obedience to the Almighty, and which therefore marks them out as the Chosen People. • Some Jews believe that some of the traditions were only set for a certain time and place, and that modern Jews do not need to observe any that are no longer appropriate. • Some Jews argue that certain traditions are a burden rather than helpful, such as some of the dietary restrictions, and so do not observe them. • The Talmud teaches that there is one overriding principle of Jewish practice, that of loving kindness, and some Jews believe that traditions are less important than observing that rule. <p>Accept any other valid response. (10 marks)</p>

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

9-10	<ul style="list-style-type: none">• Demonstrates sustained accurate and thorough understanding of religion and belief.• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> Chanukah is a celebration of light (1) and traditionally over the days of the festival Jews light nine candles in the chanukiah. (1) At the lighting of the candles special blessings are said (1) such as those that thank the Almighty for the miracles he worked in the past. (1) It is customary to give gifts at Chanukah (1) as a sign of the love and kindness that exists within the Jewish family. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated feature / development. Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Yom Kippur is considered to be the most sacred day of the Jewish year; it follows a period of time when Jewish people have reflected on their sins, and then ask the Almighty for forgiveness. It is a day when some Jews believe that God decides upon a person's fate, even whether they will live or die in the coming year, and so people try to make amends for the sins committed during the past year. 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, and the modern ceremony in the synagogue continues that tradition. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Western Wall is an important place of pilgrimage for Jews, because it is the only remaining part of the ancient Temple in Jerusalem that was destroyed by the Romans. • Some believe that the Wall is an eternal symbol of the presence of the Almighty among the Jewish people, an abiding sign of the covenant. • It has become an important place of pilgrimage because it is associated with shedding of tears by the Jewish people in the face of persecution, and of their desire to rebuild Jerusalem. • The Wall is considered such a holy place for Jews, and a source of special blessing, that many Jewish children will travel there with their families to celebrate their Bar and Bat Mitzvah ceremonies. • There are many other sites of pilgrimage for Jews, such as Mount Moriah where Abraham prepared to sacrifice Isaac, and some Jews believe they all have equal spiritual significance. • Some people argue that the Western Wall is a source of division between Jews and Muslims who have the Al-Aqsa mosque nearby, and that it is a sign of conflict rather than spiritual growth. <p>Accept any other valid response. (10 marks)</p>

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

9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
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Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Every synagogue contains an Ark (1) which is where the Torah Scrolls are kept. (1) • A light called Ner Tamid (Eternal Light) hangs above the Ark (1) and is a symbol of the presence of the Almighty. (1) • Synagogues usually contain a reading desk (Bimah) (1) which is where the texts from the Torah are read out. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Bar Mitzvah is a coming of age ceremony for Jewish boys, and celebrates the time when they enter manhood. • At the time of Bar Mitzvah a Jewish boy accepts responsibility for his own observance of the Law, symbolised by his reading a section of the Torah. • It is a family celebration, and many of the boy's relatives join him in the synagogue to offer him the blessings of the Almighty. <p>Accept any other valid response.</p>	(6)

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

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| | <ul style="list-style-type: none">• Explanation of significance and influence of beliefs and values is assured and comprehensive. |
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Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Many important Jewish festivals are celebrated at home, with the prayers and blessing being led by the father or mother. • The weekly celebration of Shabbat is most of all a celebration centred in the home, with the lighting of special candles and the enjoyment of a day of rest. • Worship in the home became more important in Judaism following the destruction of the Temple, and because the Jewish people no longer have a priesthood that offers sacrifices. • Although it has many functions, the primary role of the synagogue is to be a house of prayer and has been a traditional place of Jewish worship for thousands of years. • The synagogue is a very important focus of Jewish worship because it brings Jewish people together to worship of the Almighty. • The synagogue helps the Jewish people to focus on faith and worship because it contains reminders of the presence of the Almighty, such as the eternal flame. <p>Accept any other valid response. (10 marks)</p>

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

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

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a role. Award a second mark for development of the role. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> The granthi is the custodian of the Sikh Holy Book (1) which they ceremoniously open and close at the start and end of the day. (1) The granthi performs the morning and evening services, (1) which often includes the recitation of sacred texts. (1) They are responsible for the management of the Gurdwara (1) including looking after donations and accounts. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Repeated role/development. Development that does not relate to both the role given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Guru Granth Sahib is the Sikh Holy Book, which is considered to contain the word of God, including writings by 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. It was compiled in part to prevail over other texts which were written by unreliable authors, and is considered reliable and authentic. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • One of the most important roles of the Gurus was to act as examples to fellow Sikhs about how to live a life in accordance with God's teachings. • A Guru is considered someone who can dispel ignorance by offering true spiritual guidance through their teaching and example. • The teaching of the Gurus is believed to help Sikhs free themselves from unhelpful emotions and attachments as they did. • Sikhs believe that the Gurus are instruments through which God reveals himself, and so they are held to be the founders of Sikhism who inspire others by their example. • Sikhs consider the Guru Granth Sahib as the eternal living Guru, and sovereign, and so, by reading the Scripture, Sikhs can understand the right way to live. • Sikhs also accept that other people can help them to live good lives, including the example of their parents and of the local granthi. <p>Accept any other valid response. (10 marks)</p>

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

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

Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing an aspect. Award a second mark for development of the aspect. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Baisakhi is celebrated by changing the Sikh flag outside the Gurdwara (1) the flagpole is washed and a new flag fitted. (1) • Baisakhi is an occasion when new members are initiated into the Khalsa (1) and when they are baptised. (1) • Diwali is celebrated by lighting lamps (1) to remember the release of Guru Hargobind. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated aspect/development. • Development that does not relate both to the aspect given and to the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Amritsar is the home of the Golden Temple which was built by some of the Gurus, and which is considered a sacred place of worship by Sikhs. • The Golden Temple is regarded as a symbol of peace and unity, where people can worship as equals regardless of caste, race or religion. • Amritsar is the site of the massacre in 1919, an event which enables Sikhs to reflect on the history and development of their faith. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Sikhs are not required to go on pilgrimage, rather they are taught that their focus should be their day to day spiritual lives and the service of others. • The Guru Granth Sahib teaches that making millions of pilgrimages is not equal to the simple worship of God. • Guru Gobind Singh spoke against pilgrimages to holy rivers, and said that Sikhs are better finding God within themselves. • Not all Sikhs can go on pilgrimage; they may be prevented by poverty or infirmity, for example. • Many Sikhs believe in the value of pilgrimage to sites associated with the Gurus, where they believe that they can gain a greater sense of their religious identity. • Some Sikhs believe that pilgrimage to holy places to bathe can help them live purer spiritual lives. <p>Accept any other valid response. (10 marks)</p>

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

Question number	Answer	Reject	Mark
3(a)	<p>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"> • Inside the Gurdwara is a special bedroom for the Guru Granth Sahib (1) as a sign of the respect with which it is to be treated. (1) • There is a raised platform under a canopy (1) from where the scriptures are read during services. (1) • Traditionally a Gurdwara has four doors (1) a symbol that people are welcome from anywhere in the world. (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/development. • Development that does not relate both to the feature given and to the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Sikh naming ceremony welcomes the child into the Sikh community, and confirms that their life will be centred around the Gurdwara and the sangat. • The ceremony provides an opportunity for the parents to ask God to grant the child good health, and that the child will become dedicated to following the Sikh way of life. • It is believed that as the child is given its name it is taken into God's embrace, and starts on the path to eternal happiness. <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Joining the Khalsa has been an important Sikh practice for hundreds of years, and most Sikhs aspire to follow in that tradition. • Many Sikhs believe that initiation into the Khalsa is a sign of willingness to grow spiritually and take upon themselves their responsibilities. • It is viewed by some as a rite of passage, an opportunity for Sikhs to express their personal commitment to the values of the Sikh faith. • Guru Gobind Singh recommended membership of the Khalsa as a means to union with God. • Initiation to the Khalsa is only open to people who have the maturity to understand the commitment they are making. • Some Sikhs believe that a person's inner commitment to the spiritual path is more important than making a public commitment to joining the Khalsa. <p>Accept any other valid response. (10 marks)</p>

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

	<ul style="list-style-type: none">• 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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