



Pearson  
Edexcel

Mark Scheme (Provisional)

Summer 2021

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

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## General Marking Guidance

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

## Mark scheme

### Buddhism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"><li>• The Buddha taught that suffering exists (1) and that it is caused by craving (1)</li><li>• He taught the law of kamma (1) and that the consequences of actions can be pleasant or unpleasant (1)</li><li>• He taught the value of Right Speech (1) and that lies and gossip lead to suffering (1).</li></ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"><li>• Repeated teaching/development.</li><li>• Development that does not relate to both the teaching given and the question.</li></ul>	<b>(4)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"><li>• The 14<sup>th</sup> Dalai Lama has become a global figure, who is a worldwide advocate for Buddhism and the rights of the people of Tibet</li><li>• Bhimrao Raamji Ambedkar, an Indian academic and politician, was one of the founders of Dalit Buddhism, which encouraged Buddhists to be politically engaged and to work for political and social reform</li><li>• Sheng Yen was a Chinese Buddhist monk, who was one of the foremost teachers of Zen Buddhism and was dedicated to working alongside other religious leaders to promote a peaceful world.</li></ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and its beliefs when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>There are a number of important religious texts in Buddhism which help in the correct understanding of Buddhist belief, as they have been passed down orally from the foundations of the religion, and later written down</li> <li>The Suttas help Buddhists to understand both the teaching and life of the Buddha because they are discourses attributed to the Buddha himself</li> <li>The Dhammapada has made the teachings of the Buddha more widely available to those who seek to follow the Noble Eightfold Path; as a collection of the Buddha's sayings, it is one of the most widely read of Buddhist scriptures</li> <li>There is some disagreement between Buddhists of different traditions about what can be considered as canonical, so not all Buddhists accept and follow the same texts</li> <li>There is an important oral tradition in Buddhism, and many Buddhists seek wisdom by listening to the teaching of Buddhist monks and nuns and other sages</li> <li>Every person is responsible for how they live their lives and, though they seek guidance from religious texts, they live a life based on their own understanding and awareness.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

Question number	Answer	Reject	Mark
<b>2(a)</b>	<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"> <li>• Some Buddhists wear white clothes (1) and go to the temple to recommit themselves to Buddhist principles (1)</li> <li>• In some traditions, birds and animals are released (1) which is an act symbolising the importance of physical and spiritual liberation (1)</li> <li>• Many Buddhists will listen to talks given by monks (1) which often remind them to live in harmony with other people (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated practice/development.</li> <li>• Development that does not relate to both the practice given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Bodh Gaya is where the Buddha is believed to have obtained Enlightenment, and many Buddhists visit to renew their commitment to the search for their own enlightenment</li> <li>• By going to Bodh Gaya Buddhists can follow the practice of yogis from Tibet, China and Nepal; they offer prayers to purify negative kamma and accumulate merit</li> <li>• By visiting the Mahabodhi Stupa, Buddhists can see the progeny of the Bodhi Tree, and other representations that remind them of the cultural and spiritual origins of Buddhism.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
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"> <li>Kapilavastu is very important as a place of inspiration for Buddhists because it is believed to be the childhood home of Siddhartha Gautama and is therefore a place in which they can honour his memory</li> <li>Visiting Kapilavastu reminds Buddhists of their origins and common beliefs, and so strengthens their commitment in the search for enlightenment</li> <li>According to tradition, Kapilavastu is where the Buddha met the sick person, reminding him that all beings are subject to pain, and reminds Buddhists of their belief in dukkha</li> <li>There are several places of pilgrimage associated with the life of the Buddha, and each of them is important to Buddhists because they focus on different aspects of the Buddha's life and teaching</li> <li>Some Buddhists may believe that pilgrimage to Sarnath is more important, as that is where the Buddha first established himself as a teacher</li> <li>Some believe that Lumbini is more important. It is venerated as the birthplace of the Buddha, and the birthplaces of religious founders are often places of special reverence.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>



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1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections between a limited range of elements within the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Many boys who follow Theravada Buddhism undergo a Shinbyu ceremony (1), which initiates them into the temple as novice monks (1)</li> <li>• During time spent in the monastery the boys are expected to live according to the strict rules of monastic life (1) such as a life of voluntary poverty (1)</li> <li>• In the coming of age rituals, the young person commits to non-violence (1) which strengthens their commitment to treating others with kindness and compassion through the rest of their lives (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Images of the Buddha allow Buddhists to focus on the example of his life and to commit themselves to following his teaching</li> <li>• Some images of the Buddha show him seated peacefully, with his hand raised in the form of a shield, which reminds Buddhists of the need for courage, and for them to overcome fear</li> <li>• The most common image of the Buddha shows him in meditation, and Buddhists sit before it to help bring peace and calm to their own lives.</li> </ul> <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
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"> <li>• Viharas are places for Buddhists to study, worship and celebrate festivals, and therefore have a number of features that reflect their common beliefs and ceremonies</li> <li>• Viharas will contain a shrine room, and will have images of the Buddha for Buddhists to venerate, and which act as a focus for prayer</li> <li>• All viharas will include an open space where worshippers can take part in the common celebration of festivals, which will usually involve chanting and making offerings</li> <li>• Viharas are designed to symbolise what are believed to be the five elements, which are wisdom, fire, earth, air and water, which are built into the architectural features</li> <li>• Many elements of the structure and architecture of viharas will often reflect the culture and traditions of various regions, and so will not always look the same as each other</li> <li>• Buddhist temples in Japan have some unique features, for example they will often include a Shinto shrine, which is dedicated to the Shinto spirits, from the time Buddhism and Shinto co-existed</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

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

## Christianity

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>Award one mark for providing an example. Award a second mark for development of the example. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Jesus cured a man suffering from leprosy (1) and told the man to go to the priests to show them he was clean (1)</li> <li>• Jesus cured a woman with a haemorrhage (1) even though she did not ask, but only touched him (1)</li> <li>• Jesus healed the daughter of a Roman centurion (1) which he said he could do because of the man's faith (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated example/development.</li> <li>• Development that does not relate to both the example given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Roman Catholics use the Bible at Mass, usually reading extracts from both the Old Testament and the New Testament, with the singing of one of the Psalms in between</li> <li>• For many Evangelical Christians, reading from, and preaching about the Bible is the central and largest part of their worship, which often include long sermons interpreting the text</li> <li>• In Quaker worship, copies of the Bible are available in the meeting room, and worshippers will often read extracts quietly to themselves as a focus for their prayer.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
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"> <li>Christians believe that it was through Jesus' resurrection that they received the promise of eternal life with God, and so they consider this to be of supreme importance because it is the moment when they gained salvation</li> <li>St Paul taught the central importance of the resurrection of Jesus, when he told the Christians in Corinth, "And if Christ has not been raised, our preaching is useless and so is your faith" (1 Cor 15:14)</li> <li>Most Christians believe that the resurrection, and the promise of eternal life, is the good news that they are commanded to preach to all peoples, and which is most likely to bring converts</li> <li>It can be argued that it is wrong to see the resurrection of Jesus in isolation from his passion and death, but that they should be understood as twin events, that by dying Jesus destroyed death and by rising he restored life</li> <li>Some Christians believe that each of the major events of Jesus' life are all of equal importance, all are part of God's gift of salvation, and that it would be wrong to consider one any more important than another</li> <li>Some Christians may say that Christmas is the most important moment because it is the time when God took human form. Without Christmas Christians could not have received Jesus' teaching, nor benefitted from his death and resurrection.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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



Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Christians on pilgrimage to Jerusalem will visit the upper room (1), which is where Jesus celebrated the Last Supper with his disciples (1)</li> <li>• They will often go to pray at the Mount of Olives (1) because this is the site of the Garden of Gethsemane where Jesus prayed before his arrest (1)</li> <li>• Most Christians will try to attend celebrations in the Church of the Holy Sepulchre (1) which is believed to be the site of Jesus' death and burial (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Some Christians who are sick travel on pilgrimage to Lourdes, because this is where it is believed Mary the mother of Jesus appeared, and where they can bathe in healing water</li> <li>• Many Catholics will go on pilgrimage to Rome, because it is a place where they can remember the death of the early Christian martyrs, including Peter and Paul</li> <li>• In England, many pilgrims travel to Canterbury, to the shrine of Thomas Becket, remembering how he defended the independence of the Christian religion against the power of the king.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
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"> <li>• Most Christian festivals celebrate events in the life of Jesus, who is the founder of Christianity, and Christians may argue that they each remember a different but important occasion</li> <li>• Christian festivals all give an opportunity for the Christian community to unite, to worship together, and to give thanks for the example of Jesus, and of his followers throughout history</li> <li>• Christians may argue that God sent Jesus to save people through his teaching, his example, his death, resurrection and ascension, and that it is wrong to try to rank the celebrations of these connected events</li> <li>• Many Christians believe that the celebration of the Easter festival, which includes the sorrowful remembrance of Jesus' death and the joyful celebration of his resurrection, are the highpoint of the Christian year, because they celebrate Jesus' saving act</li> <li>• Many Christian festivals remember the lives of men and women in Christianity other than Jesus, and that though their lives are an important example, their feasts are of less importance than those which remember the life and death of the Son of God</li> <li>• Some Christians may argue that Christmas is the most important festival because it is especially a family occasion, which brings people together and which, though the sharing of gifts, symbolises the love Christians should have for one another.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Some Christians hold a wake (1) which allows them to have a vigil of prayer for the deceased person (1)</li> <li>• Many Christian funerals will include prayers for the mourners (1) asking God to comfort them in their loss (1)</li> <li>• Often there will be a eulogy (1) during which a family member will recall the life of the deceased person (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development</li> <li>• Reject development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Christian churches are places of worship, and most Christians will gather there to celebrate the Eucharist together, and to mark their major festivals</li> <li>• Some Christians regard their churches as places for quiet prayer, somewhere they can escape from the noise and haste of their daily lives, to be still in the presence of God</li> <li>• Many Christian churches also act as community centres, where members of the parish can go for advice, religious instruction, and social events.</li> </ul> <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
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"> <li>• For some Christians rites of passage are considered sacraments, which adds to their importance because they believe they receive God’s grace to help them honour their Christian commitment through the next stage of their life</li> <li>• For most Christians Baptism, the rite of passage associated with the birth of a new child, is essential, because it is through baptism that a person becomes a Christian and receives the promise of salvation</li> <li>• For some Christians marriage is understood as a sacramental commitment which is made in the presence of God, and the rites of marriage help to reinforce the importance of the vows that are being made</li> <li>• Many Christians consider funeral rites to be essential because they confirm that the person who has died will receive the gift of eternal life with God, which is a witness of faith, and brings comfort to the mourners</li> <li>• Some Christians, such as Quakers, consider the whole of life to be sacramental, and do not think it necessary to mark particular moments in life with special rituals, which in their view do not act as particular vehicles of God’s grace</li> <li>• Some Christians may argue that God sustains people every day of their lives, and that he can see the quality of a person’s commitment, without the need for any public ceremonial.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

## Hinduism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>Award one mark for providing a story. Award a second mark for development of the story. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>Some stories say that Krishna was a cowherder (1) which contributes to an understanding of Krishna as a protector (1)</li> <li>He is characterised in childhood as full of fun and mischief (1) which encourages Hindus to value enjoyment for its own sake (1)</li> <li>Krishna is described as killing the tyrant king Kamsa (1) and Hindus believe in Krishna as one who fights against oppression (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated story/ development.</li> <li>Development that does not relate to both the story given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>The swami is seen by many Hindus as a sage and is therefore a good spiritual teacher. Hindus will sometimes visit the mandir to ask the swami for advice.</li> <li>The swami is an example to those who visit the mandir of the virtue of renunciation. They will then try to imitate the swami in their own lives to gain good karma.</li> <li>Swamis often rely on offerings from others, and this gives Hindus an opportunity to practise generosity which is a source of religious merit.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>



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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>The Bhagavad Gita is believed to be an important source of knowledge for Hindus because it teaches them how to live their daily lives in a way which will help them cast off the cycle of birth and death, and attain the immortal state</li> <li>It teaches the importance of renunciation. This reminds Hindus that just as they come into the world with nothing, they can take nothing, which helps them to live more peacefully with other people</li> <li>Hindus consider the Bhagavad Gita a scripture of universal importance, believing that it contains wisdom for all times and for all people. It is therefore looked upon as a gift to the whole of humanity, helping everyone to achieve the perfection of the self</li> <li>There are many other Hindu texts which are also important, such as the Upanishads and the Vedas, and Hindus believe that each of these texts contain important teachings about different aspects of their religion. There is no value in comparing them</li> <li>Many Hindus consider the Vedas to be the oldest Hindu teachings and therefore the most authentic, and therefore the most important. They teach humans how to invoke the power of the gods to deal with problems such as death and disease</li> <li>The Vedas are thought to be revelations by ancient sages after meditation, and part of the creation by Brahma. They are therefore often considered to be the foundation of all Hindu philosophical thought.</li> </ul> <p>Accept any other valid response. <b>(10 marks)</b></p>

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

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• During the celebration of Diwali homes and temples are illuminated (1) which symbolises belief in the spiritual victory of good over evil (1)</li> <li>• Diwali is often a time when family members celebrate together (1) and is seen as a time to unite families and communities (1)</li> <li>• The festival is a happy time filled with fun events (1); it often includes music, dance and community parades (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• On pilgrimage to Varanasi Hindus visit the Kashi Vishwanath Temple which allows them to recall stories associated with, and to venerate, Shiva</li> <li>• Pilgrims will often bathe in the Ganges at Varanasi, which they believe helps them to purify their souls and thereby escape the cycle of death and rebirth</li> <li>• Many Hindus will go on an excursion to Sarnath where the Buddha delivered his first sermon, which reminds them of the importance of the wisdom of other faiths and religious teachers.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
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"> <li>• Hindus place a great deal of value in festivals, which allow them to commemorate the historical figures and events of Hinduism, and to express devotion to the deities</li> <li>• All Hindu celebrations involve the rituals of prayer and seeking blessings, which reminds them of the importance of their spiritual endeavours, and strengthens their commitment</li> <li>• Festivals are often occasions of celebration, and involve sharing in joyful activities. These help to bring communities together and to lift people's spirits from the concerns of their day to day lives</li> <li>• The celebration of Shivrati is an example of a Hindu festival that celebrates the triumph of light and truth over darkness and ignorance, which reminds Hindus of such values as honesty, non-violence and forgiveness</li> <li>• Although festivals are common features of the Hindu religion in many different cultures, it is not essential for a Hindu to observe or take part in them because it is not a religion that is bound by specific rules and traditions.</li> <li>• The essence of Hinduism involves a belief in the cycle of birth, death, and rebirth, and the only essential activity of all Hindus is to live a life that allows them to escape samsara and to achieve moksha.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

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

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Images of deities act as a focus for prayer (1) therefore Hindu temples contain many such images (1)</li> <li>• Images of deities are symbolic, each telling a story (1). These stories guide Hindus to live lives that bring good karma (1)</li> <li>• Most Hindus show reverence to the images of the deities (1) believing that each of them represents an attribute of Brahman (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/development.</li> <li>• Development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Hindu temples are places of worship, where the Hindu community can gather to celebrate festivals, and they can pray to the deities whose images are a feature of the main prayer hall</li> <li>• Hindu temples are places where Hindus can leave gifts for the gods, which is a way of showing them reverence and also reminds them of the importance of giving without expectation of reward</li> <li>• The temple is a considered a holy place away from the noise of the world outside, and many Hindus will visit the temple in order to find peace and spiritual refreshment.</li> </ul> <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
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"> <li>• Hindus attach a great deal of importance to marriage, and the colourful ceremonies associated with marriage help to emphasise the joyful nature of the occasion</li> <li>• Although there is cultural diversity, most Hindus consider certain key rituals to have great significance, especially the voluntary holding of hands by the couple, which emphasises the union that has been freely entered into</li> <li>• Elements of the samskara include promises made one to the other before Agni the fire-deity, and family and friends. This underlines the solemn and binding nature of the commitment that is being made</li> <li>• In some places, law and tradition require that the seven steps, and the vows before the sacred fire, are performed. For some people, without these steps the marriage is not considered binding or complete</li> <li>• For some Hindus the essential aspect of marriage is that it is recognised in law, and that the marriage is consummated, and the validity of the marriage does not depend on the performance of the traditional elements of the samskara</li> <li>• Hinduism is a religion that is not bound by specific regulations or ceremonies. Therefore some Hindus consider that the most important part of getting married is that it reflects the commitment that the two people have towards each other, helping them achieve spiritual merit.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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



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

## Islam

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>Award one mark for providing a role. Award a second mark for development of the role. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>The Ulema consists of teachers of the Muslim faith (1). In Sunni Islam they interpret Islamic doctrine (1)</li> <li>The Ulema has the responsibility to act as guardian of religious knowledge (1), to ensure it is not corrupted over the passage of time (1)</li> <li>The Ulema provides scholarly opinions when there are disagreements about the application of Shari'ah (1) which they do by applying the principles of qiyas and ijma (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated roles/development.</li> <li>Development that does not relate to both the role given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>The title 'seal of the prophets' is recorded in the Qur'an and was given to Muhammad by Allah, indicating that Muhammad is the last of the prophets</li> <li>The title gives authority to the teaching and example of Muhammad, as recorded in the Sunnah, and encourages Muslims to live in accordance with his words</li> <li>Because Muhammad is considered the 'seal of the prophets', the prophecy he transmitted in the Qur'an is considered to be a teaching for all people of all times, to be preserved from corruption.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>Sunni Muslims consider the Rightly-Guided Caliphs to be model leaders. Because of their association with Muhammad, they were seen as faithful interpreters of the Prophet's teachings, and his intentions for the development of Islam</li> <li>For Sunni Muslims the 30 year reign of the Rightly-Guided Caliphs was a time when Islam was able to expand and consolidate, moving beyond Arabia to Persia and Egypt, due to their leadership</li> <li>The Caliphs instituted important practical reforms, such as establishing a treasury, and building roads and clean wells, which helped to form Islam into a viable state</li> <li>During the reign of Umar there was a serious famine, and Umar ordered the construction of canals and sea routes to facilitate the transport of food, and relieve the suffering of Muslims throughout the Muslim world</li> <li>Shi'a Muslims consider the first three Caliphs to have usurped the rightful inheritance of Ali, Muhammad's son-in-law, and consider their rule to have misdirected the development of Islam, contrary to the wishes of Muhammad</li> <li>Some Muslims might argue that the development of Islam was entirely in the hands of Allah, and came about as he had pre-determined, and that it would be inappropriate to give credit to any human leader.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Madinah is important because it is the city to which the Prophet and his companions fled for refuge (1) and it was where Muslims could first feel safe (1)</li> <li>• Madinah was where the Prophet established the first mosques (1). This allowed the Muslim community to gather in prayer and to receive instruction in the Qur'an (1).</li> <li>• Muhammad is buried in Madinah (1) and it is therefore considered one of the holiest places in Islam (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way /development.</li> <li>• Development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Qur'an was first revealed during Ramadan, and the celebration of Eid ul-Fitr is an opportunity for Muslims to thank Allah for this gift of his guidance</li> <li>• Eid ul-Fitr was established by the Prophet to end the fast of Ramadan, so it is a holy and joyful occasion, one which helps Muslims feel grateful for the good things they enjoy</li> <li>• Eid ul-Fitr is a communal celebration which includes acts of generosity towards those in need, so that all can take part, thereby strengthening the ummah.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

Mark	Descriptor
0	<ul style="list-style-type: none"><li data-bbox="370 264 743 289">• No rewardable material.</li></ul>
1-3	<ul style="list-style-type: none"><li data-bbox="370 331 829 357">• Limited use of religious terms.</li><li data-bbox="370 359 1393 384">• Description of relevant religion, beliefs and values is mostly satisfactory.</li><li data-bbox="370 386 1406 453">• Gives a partial explanation of the significance and influence of beliefs and values.</li></ul>
4-6	<ul style="list-style-type: none"><li data-bbox="370 464 1268 489">• Use of religious terms is appropriate and shows understanding.</li><li data-bbox="370 491 1349 516">• Explanation of relevant religion, beliefs and values is comprehensive.</li><li data-bbox="370 518 1451 581">• Explanation of significance and influence of beliefs and values is assured and comprehensive.</li></ul>

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"> <li>• Many Muslims believe it is important to visit Makkah because it is the holiest Muslim city, the place of the first revelation of the Qur'an, which they believe to be the final revelation of the will of Allah</li> <li>• Makkah it is at the heart of the Muslim Hajj, where many of the religious duties of Hajj are performed, and Muslims are expected to go on Hajj at least once during their lifetime</li> <li>• Many Muslims may think it important to visit Makkah because it is an opportunity to reflect on their faith and to renew their commitment to living according to the teaching of Allah</li> <li>• According to Islamic tradition, the origins of Makkah go back to Ibrahim who built the Kaaba, so it is a place where Ibrahim, and his adherence to monotheism, can be remembered</li> <li>• Islamic teaching respects the fact that some people are unable to travel to Makkah, and other holy places, because of poverty or infirmity, and no blame is attached to those who cannot make a visit</li> <li>• The heart of Islam is for Muslims their surrender to the will of Allah, to live according to the Qur'an and the Sunnah of the Prophet, and some Muslims may argue that visiting Makkah is not necessary to undertake these obligations.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

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

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Many Muslims go to the mosque to celebrate Jum'a prayers (1) as a mosque is a Muslim place of worship (1)</li> <li>• Muslims visit the mosque to seek guidance (1), because the mosque is usually the base for the local imam (1)</li> <li>• Young Muslims often attend the mosque to be taught the words and meaning of the Qur'an (1). Many mosques will have space set aside for the instruction of children (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way / development.</li> <li>• Development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>



Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The obligation to celebrate Jum'a prayers is important because it is recorded in the Qur'an, the express will of Allah, and also confirmed by the teaching and example of the Prophet</li> <li>• Jum'a prayers take place on the day set aside in the week for a particular focus on the worship of Allah, and the sermon reminds Muslims to be faithful to him above all other duties</li> <li>• Muslims often celebrate Jum'a prayers in the mosque, which allows them to worship Allah as a community, and helps to strengthen the ummah.</li> </ul> <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
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"> <li>• Birth ceremonies may be considered the most important because they are the moment when the child first hears the command to worship Allah alone, when the adhaan is whispered into their ear</li> <li>• Many Muslims may consider birth ceremonies the most important because they introduce the child to Islam, an occasion marked by naming the child with a name that reflects a positive commitment to the Muslim faith</li> <li>• For Muslims, life is looked upon as a test from Allah, and the birth ceremonies symbolise the support that the child will be given by their family and the Muslim community, to live a moral life that accords with the teaching of the Qur'an</li> <li>• Birth ceremonies are often considered more important because they occur during a person's lifetime, following which time they are able to make moral choices and affect their judgement by Allah, whereas upon death a person is unable to influence their fate</li> <li>• Some Muslims may argue that the rituals that follow death are the most important because they precede the time when a Muslim has to stand before Allah for judgement, and Muslims pray that their loved one will be forgiven and able to enter Jannah</li> <li>• Some Muslims will say that all the rites of passage in Islam are of equal importance because they all are designed to support Muslims on a part of their journey towards Allah, and that there is no value in claiming one is more important.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

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

## 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"> <li>In Judaism prophets are believed to be messengers of the Almighty (1); in Deuteronomy the Almighty said 'I will put My words in his mouth' (Deut 18:18) (1)</li> <li>Prophets in Judaism warned the people about their misdeeds (1) such as when they strayed from observing the Ten Commandments (1)</li> <li>Some prophets performed actions that acted as parables (1) such as when Jeremiah smashed a clay jar to illustrate how the Almighty would smash Judah's pride (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated role/ development.</li> <li>Reject development that does not relate to both the role given and the question.</li> </ul>	(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"> <li>Maimonides was an important and respected Jewish philosopher who contributed to Jewish scholarship on a range of issues, including medicine and cosmology</li> <li>Maimonides wrote widely on aspects of Jewish law and ethics, and helped the Jewish community to interpret and understand the practical demands of the Torah</li> <li>He is respected by many Jews for the formulation of his Thirteen Principles of Faith, in which he explained the key beliefs that were essential for someone who espoused Judaism.</li> </ul> <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>Some might consider Moses to be most important to Jews because he was the leader who took the ancient Israelites from slavery in Egypt, and parted the Red Sea to escape from Pharaoh's army</li> <li>Moses is important because it was to him that the Almighty gave the Ten Commandments, and he is therefore understood as the bringer of the Torah (the Law) to the Jewish people</li> <li>Orthodox Jews consider Moses to be the 'Father of all the Prophets' who received from God all the written and oral teachings which established the distinctive character of Judaism</li> <li>Some Jews may consider Abraham to be the most important figure because he led the Jewish people to faith in one God, since they lived at a time of polytheism. He is therefore considered the first Patriarch of the Jewish people</li> <li>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, and this example may cause some Jews to consider him the most important figure</li> <li>Some Jews might say that Judaism has many important figures, and that each of them plays an important role in the understanding and development of their religion, and that there is no value in the idea that one is more important than another.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Yad Vashem is the location of the Jewish Holocaust museum (1) and it contains detailed accounts of the Nazi persecution of the Jews (1)</li> <li>• At Yad Vashem there is an avenue dedicated to the 'righteous gentiles' (1); this honours the memory of non-Jews who helped rescue Jews from the persecution (1)</li> <li>• There are detailed records of many of the millions of Jews who died in the Holocaust (1) so that their memory can be kept alive (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature / development.</li> <li>• Development that does not relate to both the feature given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• At the lighting of the candles special blessings are said, which is an opportunity for the community to thank the Almighty for the miracle of the oil</li> <li>• Chanukah is a celebration of light and an act of witness. At Chanukah people can see the lights in Jewish homes and become aware of the faith of the family inside</li> <li>• It is customary to give gifts at Chanukah which act as a sign of the love and kindness that exists between members of Jewish families and within the Jewish community.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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



Question number	Indicative content
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"> <li>• Most Jews consider Jerusalem their most important city because it is held to be the holiest city, gifted to them by the Almighty and the spiritual homeland of the Jews for three millennia</li> <li>• Jerusalem was the home of the Jewish temple, which was the centre of their worship of the Almighty, and therefore the city acts as a reminder of their religious duty to worship the Almighty alone, and to reject false gods</li> <li>• Jerusalem contains part of the Western Wall of the Second Temple, which stands on the edge of where the Holy of Holies stood, and rabbinical teaching says that an aspect of the divine presence remains there</li> <li>• Some Jews believe that Mount Moriah is situated in Jerusalem, and that it is where Abraham was willing to sacrifice Isaac, and where he spoke with the Almighty, adding to their belief in the holiness of the city</li> <li>• Some Jews would argue against the idea that importance should be attached to places, including Jerusalem, because the core of what it means to be a Jew lies solely in adherence to the Torah and to the worship of the Almighty</li> <li>• Some Jews may argue that there have been many other important places associated with their history, such as Hebron where Abraham is buried, and that there is no value in the idea that one is more important than another.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

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

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The synagogue is a place of worship (1) where members of the Jewish community gather on Shabbat to pray and read from the Torah (1)</li> <li>• Jews attend the synagogue to celebrate many of their major festivals (1) for example at Yom Kippur they unite to ask for the forgiveness of the Almighty (1)</li> <li>• The synagogue is usually the base for the local Rabbi (1) and Jews will often go to the synagogue for advice and instruction (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/development.</li> <li>• Development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Every synagogue contains an Ark which is where the Torah Scrolls are kept, and they represent the importance of obedience to the Law of the Almighty</li> <li>• There is a light called Ner Tamid (Eternal Light) that hangs above the Ark. This is a symbol of the continued presence of the Almighty even when the Jewish community are not gathered in worship</li> <li>• Synagogues usually contain a reading desk from where the assigned text of the Torah is read during services. This prominent stand highlights the importance to Jews of listening regularly to the words of the Almighty.</li> </ul> <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
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"> <li>• Some Jews will consider Bar Mitzvah to be the most important ceremony because Jewish Law says that boys become personally subject to the Law when they reach a certain age, and that from that time they are fully fledged members of the Jewish community</li> <li>• The Bar Mitzvah ceremony is a traditional one. The ancient community in Rome celebrated the coming of age of both Jewish boys and girls (Bar and Bat Mitzvah) which underlined their belief that Jews must be called upon to express their personal commitment to Jewish tradition and ethics</li> <li>• The ceremony is a very important one in the life of the Jewish community as a time of celebration. The community and friends gather in the synagogue to share in the rituals and to rejoice afterwards with the boy and his family</li> <li>• Some Jews would argue that it is wrong to celebrate the coming of age only of boys, because the commitment of Jewish girls should also be celebrated, and that both Bar and Bat Mitzvah celebrations are of equal importance</li> <li>• Some Jews might say that the Brit Milah ceremony is the most important because it dates back to the time of the foundation of the Jewish faith and is the mark of the covenant between the Almighty and Abraham and his descendants.</li> <li>• There are many ceremonies and festivals in Judaism, which celebrate events in Jewish history, as well key moments in the life of a Jew, and that all of these are of equal importance is establishing the character of Judaism and the faith of the Jewish community.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

## Sikhism

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• During worship, the Guru Granth Sahib is put onto a raised platform in the gurdwara (1) and a canopy is placed over it (1)</li> <li>• Parts of the Guru Granth Sahib are sung during religious ceremonies (1) which helps Sikhs understand the teachings of their faith (1)</li> <li>• At night the Guru Granth Sahib is given its own room in the gurdwara (1) and it is the role of the granthi to ensure that it is properly looked after (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development.</li> <li>• Development that does not relate to both the way given and the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Kartar Singh Jhabbar was a leader of the Gurdwara Reform Movement, which worked to take control of the Harmandir Sahib and other important gurdwaras from the colonial rulers, and thereby to ensure that Sikhs were fully in control of Sikhism in India</li> <li>• Indarjit Singh is a British Sikh, involved in interfaith activities, and in promoting the message of Sikhism through politics and broadcasting, helping to further the integration of Sikhs into British society</li> <li>• Harjinder Singh Dilgeer is a Sikh historian and a writer on Sikh culture. His extensive writings have been translated into many languages and helped to promote understanding of Sikhism throughout the world.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>1(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>For Sikhs, the title 'Guru' is applied specifically to the ten enlightened masters of their faith, each of whom is believed to offer divine guidance to mankind</li> <li>The word Guru means honoured teacher, and this suggests that all those given the title in Sikhism are held in the highest regard for the wisdom that they have given to Sikhs about how to live a good Sikh life</li> <li>Guru Gobind Singh wrote against any attempt to distinguish one Guru from another, saying 'rare is the one who knows that they, indeed, were one' (Bachittar Natak) and that the divine spirit was passed from one to the other</li> <li>It can be argued that each of the Gurus brought their particular insight to the Sikh faith, and contributed elements of the Sikh scripture, and that these complement rather than compete against each other</li> <li>Some Sikhs might consider Guru Nanak as the most important of the Gurus, because he founded Sikhism: his birth is the one that is most celebrated by Sikhs, and it is his religious authority that was subsequently passed to the other nine Gurus</li> <li>It could be said that Guru Gobind Singh, as the Guru who established the Khalsa, is the most important Guru because this united Sikhs to defend their religion.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

Question number	Answer	Reject	Mark
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"> <li>• Baisakhi is a festival that celebrates the founding of the Khalsa (1); it involves music, especially singing hymns from Sikh texts (1)</li> <li>• It is a festival that gives thanks for the harvest (1) which in some cultures includes a harvest dance (1)</li> <li>• Baisakhi is usually accompanied by fairs (1) which are an opportunity for the Sikh community to gather together in celebration (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development.</li> <li>• Development that does not relate both to the feature given and to the question.</li> </ul>	(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"> <li>• The Harmandir is considered the holiest gurdwara in Sikhism, and it is an important place of pilgrimage for many Sikhs who wish to deepen their understanding of Sikh history and culture</li> <li>• The Harmandir has at times been a focus of Sikh identity and, because of its historical and spiritual significance, for some Sikhs it would lie at the centre of any future independent Sikh state</li> <li>• It is seen as a prominent example of the values of Sikhism, allowing everyone, Sikh and non-Sikh alike, into the Temple where all are fed in the communal langar and all can come together to give thanks to God.</li> </ul> <p>Accept any other valid response.</p>	(6)

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

Question number	Indicative content
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"> <li>• Some Sikhs might believe that the various celebrations of Gurburbs are the most important because, as celebrations of the life of the Gurus, they focus the minds of Sikhs on the teachings and example of each of them</li> <li>• As the founder of Sikhism, many Sikhs will consider Guru Nanak the most important figure in their religion, and so would look upon the remembrance and celebration of his birth as the most important festival in the Sikh year</li> <li>• Some Sikhs may consider the birthdays of the Gurus as the most important festivals in the Sikh calendar because they celebrate the origins of their faith and is therefore a time to recommit themselves to Sikh teachings.</li> <li>• It is believed that Guru Nanak received his wisdom and spiritual authority from God, and some Sikhs may believe that celebrating the Gurburb of his birthday highlights the gift of divine wisdom that they have received</li> <li>• Baisakhi is a very important time for Sikhs because it celebrates the establishment of Sikh baptism and the formation of the Khalsa, reminding Sikhs of the commitments they make for their faith</li> <li>• There are many different melas in Sikhism, each with their own significance, and many Sikhs will argue that that it is wrong to look upon any one festival as the most important.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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

9-10	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>
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Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The Guru Ganth Sahib is carried solemnly into the worship room and placed on a stand (1) and Sikhs cover their heads to show respect for the sacred text (1)</li> <li>• Worship is usually led by the granthi (1) who reads the assigned texts from the Guru Granth Sahib (1)</li> <li>• Sikhs gather at the gurdwara to celebrate many of their festivals (1); the worship includes music and the singing of hymns (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated feature/development.</li> <li>• Development that does not relate both to the feature given and to the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The langar is a community kitchen in the gurdwara, and food is distributed to all who ask for it as a sign that Sikhs respect all people, and make no distinctions of caste, religion or ethnicity</li> <li>• Serving in the langar is an important opportunity for Sikhs to practise sewa, selfless service, which reflects Sikh belief that God cares for the well-being of everyone</li> <li>• The langar provides a particular opportunity for Sikhs to tend to the needs of the poor members of their own community who cannot afford to feed themselves, and thereby strengthens the bonds of the community.</li> </ul> <p>Accept any other valid response.</p>	<b>(6)</b>

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

Question number	Indicative content
<b>3(c)</b>	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>Many Sikhs look upon rites of passage as an opportunity for spiritual growth and renewal, ensuring that the beliefs and values of Sikhism are understood to be part of a person's entire life</li> <li>Rites of passage are an opportunity for Sikhs to provide support for members of their community as they face key moments in their lives, particularly by offering prayers and showing solidarity</li> <li>The naming ceremony is an act of dedication in Sikhism, and confirms that the child belongs to God, and will receive the protection of the Sikh community as they grow, and put the faith into practice</li> <li>The Amrit ceremony admits Sikhs to the Khalsa, and is an important public declaration by a Sikh, once they have passed childhood, that they are committed to meeting the demands of their faith, in terms of worship, witness and service to others</li> <li>Sikhs believe that Waheguru can read the hearts and minds of all people, and knows the extent of a person's commitment to Sikh beliefs and values, whether or not they have been expressed in a public commitment</li> <li>Some Sikhs may say that the quality of a person's faith is demonstrated through the way they live their lives, not rituals, and that it is by participating in worship of Waheguru, and performing sewa, for example, that a person shows themselves to be a good Sikh.</li> </ul> <p>Accept any other valid response. <span style="float: right;"><b>(10 marks)</b></span></p>

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