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Mark Scheme (Results)

Summer 2022

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.

## Paper 2: The Religious Community 4RS1/02

### Marking guidance for levels based mark schemes

#### How to award marks

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

#### Finding the right level

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

#### Placing a mark within a level

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

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

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level

The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Buddhism

Question number	Answer	Reject	Mark
1(a)	<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 Dhammapada teaches one should not kill (1) and that all tremble at violence (1)</li> <li>It is easy to do things that are bad (1) but it is hard to do things that are good (1)</li> <li>One should give up anger (1) and this helps to release a person from their fetters (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>	(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>The early life of the Buddha explains the start of his spiritual journey towards the path of Enlightenment, a journey which they understand everyone must take</li> <li>Some Buddhists believe that at his birth seers predicted he would be a great religious leader, helping them to have confidence in his guidance and wisdom</li> <li>The Buddha says he lived a spoiled life when he was young, which did not bring happiness, and this helps Buddhists understand that craving is the cause of suffering.</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
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and its beliefs when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The sangha is one of the Three Jewels, and so Buddhists believe it is one of the most important ways for them to be supported in their search for Enlightenment</li> <li>• They believe that on their spiritual journey they need the help of other people, because this provides them with strength and safety based on the Buddha's teaching, helping them sustain the course</li> <li>• Buddhists believe they can turn to the community in times of need. For example, they may turn to monks and nuns for advice, and this guides them when they are uncertain about how to act in a situation</li> <li>• As well as receiving support from the sangha, many Buddhists believe it is important to offer support to others based on the Buddha's teaching, and that this helps to bring good kamma</li> <li>• Some Buddhists might say that Buddhism is a solitary path, and that each individual must take responsibility for their own journey towards Enlightenment</li> <li>• Every person is responsible for how they live their lives and, though they seek guidance and support, they live a life based on their own understanding and awareness of the Buddha's teaching.</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> </ul>

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

Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• They will visit the place where the Buddha was brought up (1) and remind themselves of what can be learnt from his early life (1)</li> <li>• They observe periods of peace and meditation (1) which they hope will bring them greater focus and awareness (1)</li> <li>• They visit the eastern gate from which the Buddha started his journey to Enlightenment (1) which they hope will help them on their own path to Enlightenment (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>	(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>• Some Buddhists believe that by travelling to places such as Sarnath, which were part of the Buddha's journey, it will help them to achieve greater understanding of his life and message</li> <li>• Sarnath is where the Buddha preached his first sermon after he attained Enlightenment, and Buddhists will read the sacred texts there, to become more immersed in his teaching and wisdom</li> <li>• Travelling to Sarnath helps Buddhists to renew their commitment to support others. Some believe that it was at Sarnath that the Buddha first explained the importance of the sangha, and where he encouraged members of the sangha to go out and preach his teachings.</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 Buddhists will consider Nirvana Day the most important festival because it celebrates the day when the Buddha attained Nirvana, helping them understand the value of bringing an end to desire and suffering</li> <li>• It represents the moment when the Buddha came fully to understand the Four Noble Truths, reminding Buddhists that they, too, need to accept this teaching if they are to attain Nirvana</li> <li>• It is a time for the giving of presents and inviting neighbours to special meals. This is important for families as it helps them to remember the value of showing generosity</li> <li>• It is a time for remembering friends and relations who have died, and this helps them reflect on the belief that death is part of life for all people, and that loss is something to be accepted without sadness</li> <li>• Some Buddhists may believe that Wesak is the most important festival because they believe that it celebrates all aspects of the Buddha's life, including his Enlightenment and death, and therefore reminds them of all the teachings that will help them on their own spiritual journey</li> <li>• Wesak may be considered more important because it the time of the 'bathing of the Buddha' which reminds them of the importance of purifying their minds, and to struggle against hatred and ignorance.</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
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>A vihara will often have symbolic architectural decorations (1), which can represent, for example, Buddhist belief in Enlightenment (1)</li> <li>They are often shaped to represent the five elements (1) such as Earth, symbolised by the square base (1)</li> <li>They will often have outer and inner gates (1) which symbolise the warding off of demons and evil spirits (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>	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>The vihara is a place of peace, ideal for meditation, where Buddhists believe they can achieve calm and focus in their daily lives</li> <li>Viharas are often the homes of monks and nuns, and Buddhists can visit them to receive spiritual advice and support</li> <li>Viharas will normally have a shrine room, which will contain images of the Buddha for Buddhists to venerate, and which act as a focus for prayer.</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>• Coming of age ceremonies mark a young person's transition from child to adult, and they help to remind young Buddhists of their responsibilities towards others</li> <li>• In some Zen traditions, the occasion emphasises the idea of young people finding their place, and reminds them that it is a door to what is boundless and unpredictable</li> <li>• They remind parents of the need to let go of their children in adolescence, which allows the children to make their own decisions and their own steps on the path to Enlightenment</li> <li>• Some Buddhist boys mark the occasion by spending time training to be monks. This helps them to learn the message of Buddhism, and to achieve self discipline for their later lives</li> <li>• Coming of age ceremonies are not always part of a Buddhist upbringing, and whether the moment involves special ceremonies, or prayers in the vihara, can depend on local traditions and culture</li> <li>• For some Buddhists, the most important transitions are not necessarily marked by particular ages, but by the moment when they make the decision to follow the Buddha's teachings, and to begin their spiritual journeys.</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
1(a)	<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> <p>Candidates may only receive credit for reference to one denomination.</p> <ul style="list-style-type: none"> <li>• In the Catholic Church authority is exercised by the Pope (1); many Catholics consider him infallible when teaching the faith (1)</li> <li>• In the Catholic Church the Bible has supreme authority (1) and the Pope and Bishops use it to instruct their teaching (1)</li> <li>• The Methodist Church ordains elders who carry authority over the preaching of the Gospel (1); this reflects the actions of the early Church (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>	(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>• Some Christian denominations, such as Roman Catholics, believe ordained ministers are called by God, and are anointed to the role of priest, which includes offering the sacrifice of the Mass</li> <li>• Some Protestant Christians believe that ordained ministers are chosen by the community, and that their role is to gather the community and lead them in worship</li> <li>• Some Christian Churches, such as Quakers, do not have any ordained ministry and believe that God can call anyone to lead prayer and worship.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not refer to different attitudes within Christianity cannot go above level 1.</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
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>• All Christians hold the Bible in high esteem because they believe that it is the revelation of God, and that it contains an account of God’s dealings with humanity since the Creation</li> <li>• All Christians accept that the Bible contains teachings from God that they should follow, such as the Ten Commandments, and that not to obey these teachings is to commit sin</li> <li>• Christians believe that the Bible highlights two distinct covenants, one made with the Jewish people, and a new covenant that was brought into effect by the life, death and resurrection of Jesus</li> <li>• Christians believe that the Bible is divinely inspired, which means that they can feel confident that it contains the truth about God’s nature, and about how they should behave</li> <li>• Some Christian groups disagree as to whether the Bible is literally (and therefore historically and scientifically) true or whether many of the accounts should be read as metaphors, teaching important truths, but are not always accurate science or history</li> <li>• Some Christians, such as Roman Catholics, believe that the Bible needs to be interpreted and taught by the Church’s Magisterium in the light of apostolic tradition, whilst others consider that it is up to individual Christians to hear the message for themselves.</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 practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <p>Candidates may only receive credit for reference to one place of pilgrimage.</p> <ul style="list-style-type: none"> <li>Christians on pilgrimage to Walsingham will visit the Slipper Chapel (1), where they pray before the statue of Our Lady of Walsingham (1)</li> <li>Pilgrims to Rome will often visit the catacombs (1) which is where members of the early Church gathered in secret to pray (1)</li> <li>In Rome many pilgrims visit the basilica of St Paul's outside the Walls (1) which is believed to contain the relics of St Paul (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>	(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>Bethlehem is where Jesus is believed to have been born, and therefore many Christians go on pilgrimage there to recall the start of their faith and honour its founder</li> <li>Most Christians believe Jesus is the incarnation of God, and they therefore consider Bethlehem a special place of miracle and grace, which can inspire their spiritual lives</li> <li>Because Jesus was born into poverty, in a stable, some Christians believe that Bethlehem reminds them of the importance of Christian commitment to the poor and powerless.</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>• Many Christians understand Christmas as a family celebration because it especially remembers the Holy Family of Jesus, Mary and Joseph, which they consider to be a model for Christian family life</li> <li>• The experiences of the Holy Family at Christmas reminds Christians of the hardships and trials of family life, and encourages them to persevere and show loving kindness to each other</li> <li>• Christmas has become a time when different generations within families try to come together and share in a spirit of unity and generosity, often marked with the giving of gifts and family meals</li> <li>• Most Christians would argue that the most important aspect of Christmas is that it recalls the Incarnation, the moment when God took human flesh, which they see as a sign of God's grace and support</li> <li>• The birth of Jesus begins his act of salvation, which Christians believe was achieved through his teaching and example, and his death and resurrection; thus they believe Christmas is important because it heralds redemption</li> <li>• Some Christians might argue that the emphasis on family celebrations has helped lead to the commercialisation of Christmas as a time of excess, which has diluted the true religious meaning of the celebration.</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
3(a)	<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>Some Christians pray using a rosary (1) which allows them to focus on events in the life of Jesus and Mary (1)</li> <li>Many Christians take part in public processions (1) which is a way of giving witness to their faith (1)</li> <li>Some Christians pray in front of statues of saints (1) which allows them to remember their virtue, and they try to imitate it (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>	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>It is considered important that Christian churches are designed in a way that makes them conducive to prayer and celebration. Because Christian churches are primarily places of worship, it is essential they have ample space for people to come together</li> <li>Some Christian churches are shaped like a cross, with a sanctuary, nave and apses, a design which acts as a constant reminder of the crucifixion of Jesus which is at the heart of Christian faith</li> <li>Some Christian churches have prominent architectural features such as spires. This is important because it means that they stand out from other buildings, and can themselves act as witness to the faith of the Christian community.</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 most Christians, baptism is the ceremony of initiation into the Christian faith, and is an essential and public proclamation of the faith of the person being baptised, and of their family and friends</li> <li>• Baptism involves a symbolic washing away of sins, specifically Original Sin, and without that washing, many Christians believe that a person cannot be saved by Jesus' death and resurrection</li> <li>• Jesus himself undertook baptism as an example to others, and many Christians believe this raises baptism to be a sacrament, a particular sign of God's grace and forgiveness, which is central to Christian belief</li> <li>• Jesus himself taught that baptism is the sign by which people convert to belief in him, such as when he sent out the apostles saying 'baptise them in the name of the Father, Son and Holy Spirit' (Matthew 28:19-20)</li> <li>• Some Christians believe that Christianity should be viewed as a moral code, and that living according to Jesus' teaching, rather than baptism, is what makes a person a follower of Christ</li> <li>• Some Christians, such as Quakers and the Salvation Army, do not believe in outward displays of spirituality, and that Christians rely rather on the inward grace granted by God.</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
1(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>Ramanuja affirmed the Vedas as a reliable source of knowledge (1) and encouraged Hindus to become familiar with their teaching (1)</li> <li>He developed a method of interpreting Hindu Scriptures (1), which involved finding consistent patterns within the teaching (1)</li> <li>He stressed the importance of the idea of bhakti (1), which led to it becoming the major focus across different Hindu traditions (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>	(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>In some Hindu traditions Rama is considered supreme, and is referred to as the 'perfect man'. This is because he provides important insights into the way human beings should live, and is a symbol of courtesy and values</li> <li>The stories about Rama have been very influential in developing the religion and culture of South Asia, especially in the development of cultural festivals and entertainment</li> <li>The celebration of the birth of Rama is part of the important Hindu festival of Rama Navami, and the celebration is considered an important time of moral reflection for Hindus.</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
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>• Pujaris, Hindu priests, conduct daily prayers at the temple, and this allows Hindus to participate in formal prayer as part of a congregation, which is an important aspect of worship for many Hindus</li> <li>• They are called upon to perform pujas on important occasions in the life of Hindus, such as during weddings and the sacred thread ceremony, which help to add to the religious focus of these occasions</li> <li>• Pujaris are expected to be well versed in Sanskrit, and to know the chants required for various occasions, something which is not possible for all Hindus and, without which, aspects of traditional Hindu worship would not be possible</li> <li>• Pujaris perform an important role in maintaining Temple worship, such as bathing the deity with water and milk, and offering prayers. These daily actions are seen as their special responsibility, showing continuous honour towards the gods</li> <li>• Many Hindus consider worship to be primarily an individual act rather than a communal one, often involving the recitation of the names of gods, and offering them gifts, and Hindus do not need pujaris to do this on their behalf</li> <li>• Much Hindu worship takes place in the home, where there is usually a shrine, and worship is often a family occasion, all members of the family worshipping together, and which is led by a family member not a priest.</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>At Durga Puja Hindus recall the victory of the Goddess Durga (1) which symbolises belief in the spiritual victory of good over evil (1)</li> <li>It is an occasion for shared celebration with family and friends (1) and reminds Hindus of the virtues of kindness and generosity (1)</li> <li>At Durga Puja God is honoured as a mother (1), which emphasises belief in the importance of nurturing and caring for all things (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>	(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 Ganges is the most sacred river for Hindus as it represents the goddess Ganga. The goddess is invoked in all water used in worship and is therefore present in all sacred waters</li> <li>The Ganges is where Hindus pay homage to their ancestors, and many Hindus scatter the ashes of their dead into it</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> </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>• There is no Hindu teaching that says that pilgrimage is essential to Hindu religious practice. Therefore, whilst it is seen as a possible source of positive karma, most Hindus would not consider it a duty</li> <li>• Many Hindus believe that pilgrimage is unnecessary because their most important religious duties are those contained within their ashrama; in fulfilling these duties they live their lives according to the responsibilities of each stage they have reached</li> <li>• Some people are unable to go on pilgrimage. This may be for practical or health reasons. This inability involves no loss of merit according to Hindu teaching</li> <li>• Some Hindus believe that pilgrimage is a central feature of Hinduism, which has many important pilgrimage sites across India. Many Hindus believe they gain good karma by visiting these sites</li> <li>• Many Hindus go on pilgrimage to Varanasi because it contains many mandirs dedicated to Lord Shiva, and Hindus believe that worshipping there can build positive merit</li> <li>• Pilgrimage to the river Ganges is considered necessary by many Hindus because they believe the river has flowed from heaven, and is a source of purification for human beings.</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
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>Hindu temples are often built as symmetrical structures (1) which stresses the interconnectedness of all things (1)</li> <li>Many temples have elaborate carvings of deities on their outside walls (1) which are a reminder of the moral stories associated with Hindu gods (1)</li> <li>Some temples are built on raised terraces (1), which symbolises the movement from the secular to the sacred (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>	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>Sacred thread ceremonies are important for many Hindus because they mark a boy's official acceptance into his caste, at which point he is considered twice-born, with a spiritual as well as a biological birth</li> <li>The sacred thread ceremony is part of an ancient tradition, having its origin in Vedic rituals, and is therefore seen by many Hindus as a way of honouring ancient customs</li> <li>The thread is understood as symbolic of increasing responsibilities, particularly when the three threaded yajnopatvia is replaced at marriage by one with six threads, marking the additional duties of marriage and family.</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>• Mantras are a very important part of Hindu worship because they are understood as a way to express devotion, by helping to establish a connection with the divine, and to invoke the power of the gods to achieve certain aims</li> <li>• Hindus believe in the value of the repetition of mantras; they think that this can help to focus meditation by concentrating the mind and clearing away everyday concerns</li> <li>• Mantras often repeat the sacred symbol 'aum' which is important in Hindu worship because it reminds Hindus of the divine, and express its depth and complexity</li> <li>• They are believed to have a purifying effect because they help the worshipper to connect with a more pure level of consciousness, which is often the deity on which they have chosen to focus</li> <li>• Hinduism does not prescribe any specific form of worship. Each Hindu can choose to practise the forms of worship that are best suited to them or the occasion</li> <li>• Hinduism has many different aspects to its worship, all of which are considered to have their own importance. This includes other actions such as singing hymns and offering food. Some Hindus would say it is wrong to consider one better or more important than the other.</li> <li>• Accept any other valid response.</li> </ul> <p style="text-align: right;"><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>



## Islam

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>Muslims show respect for the Qur'an by listening attentively when it is being read out (1) showing their willingness to learn its teachings (1)</li> <li>Muslims do not eat or drink during readings from the Qur'an (1), because they believe the words to be those of Allah (1)</li> <li>They perform formal ablutions before handling the Qur'an (1) and also before they listen to a recitation of the text (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>	(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>Sunni Muslims believe the Rightly Guided-Caliphs were model leaders. Their association with Muhammad meant that they were seen as faithful interpreters of the Prophet's teachings, and his intentions for the development of Islam</li> <li>Sunni Muslims consider the 30 year reign of the Rightly Guided-Caliphs a time when Islam was able to expand and consolidate, moving beyond Arabia to Persia and Egypt</li> <li>The Caliphs were responsible for bringing important practical reforms, such as establishing a treasury, and building roads and clean wells, which helped to form Islam into a viable state.</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
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>• Many Muslims consider ijma an important concept in Islamic law because it helps to clarify areas of uncertainty. When Islamic scholars are able to achieve a consensus about the meaning of disputed texts, Muslims are more confident that their actions are moral</li> <li>• Some Sunni Muslims consider ijma to be the third fundamental source of Shari'ah Law, after the Qur'an and Sunnah because, without it, it would not always be possible for them to understand the intentions of Allah</li> <li>• Qiyyas is important for many Muslims because it helps them understand how to behave in matters that are not directly addressed in the Qur'an or Sunnah. An example would be the moral acceptability of IVF, something unknown in the time of the Prophet</li> <li>• The value of qiyyas is that it does not create new law, but uses a process of analogical reasoning from the first principles of law found in the principal sources. In this way the teaching is believed to be faithful to the spirit of Shari'ah</li> <li>• Some Shi'a Muslims reject the process of reasoning to produce teaching, because they believe the process is bound to be subjective, not always faithful to the will of Allah</li> <li>• For some Muslims there is a fear that any attempt to construct a teaching, when neither Allah nor the Prophet have spoken on the topic, risks undermining the purity and unchangeable nature of the Qur'an.</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 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>Makkah is important as the birthplace of Muhammad (1). It is a place where the life of Muhammad can be remembered (1)</li> <li>Makkah is where Muhammad received the first revelation of the Qur'an (1); it is therefore considered the place where Islam was first established (1)</li> <li>Islamic tradition says that Ibrahim built the Kaaba in Makkah (1), therefore it is where Ibrahim and his adherence to monotheism are remembered (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>	(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>Going on hajj is considered important because it is one of the religious obligations on all Muslims. It is commanded in the Five Pillars, for example, and the Ten Obligatory Acts, and so represents the will of Allah</li> <li>Hajj is considered an opportunity for Muslims to strengthen their faith in Allah and to renew their commitment to Islam, because it is a time of self-reflection and repentance</li> <li>Muslims believe that hajj promotes the bond of Islamic brotherhood and sisterhood, the ummah, and encourages a sense of unity and commitment.</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>• Eid ul-Adha is an important festival because it marks the willingness of Muslims to surrender their will to that of Allah, which is the very meaning of the Muslim faith</li> <li>• It celebrates the willingness of Ibrahim to sacrifice his son, which shows his obedience to Allah and demonstrates the mercy of Allah when he provided an alternative sacrifice, saving the life of Ibrahim's son</li> <li>• It is an essential feature of the hajj. Some Muslims consider it to be the culmination and the most important part of the pilgrimage</li> <li>• Eid ul-Adha is just one of two major Sunni festivals along with Eid ul-Fitr, which was established by the Prophet to end the fast of Ramadan, and some Sunni Muslims might say that both are of equal importance</li> <li>• Some Muslims may consider Eid ul-Fitr more important because 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>• Some Muslims also celebrate many days associated with events from the life of the Prophet, and these should also be considered important, because the life of Muhammad is seen as the perfect example for Muslims to follow.</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> </ul>

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

Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>The adhan is whispered into the baby's ear by their father (1) which is the moment when the child first hears the command to worship Allah (1)</li> <li>It is the occasion when the child is named (1) with a name that reflects an active commitment to the Muslim faith (1)</li> <li>Date juice may be rubbed on the baby's mouth (1) so that their first taste is of something sweet (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>	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>Some mosques are built in predominantly Muslim countries, and these are often grand, elaborate buildings that are designed to reflect the culture and beliefs of the society</li> <li>When Muslims live in non-Muslim countries they can find it difficult to build new mosques, and in such places mosques are simple buildings that have been adapted from other uses</li> <li>During the expansion of Islam, some churches and temples of other religions were taken over and turned into mosques, and therefore reflect many different cultural and architectural designs.</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>• Most Muslim prayer takes place in the home, a reflection of the command to pray five times a day, including at sunrise when people first arise from sleep; many of these prayers inevitably take place at home</li> <li>• The home is the most usual place of prayer for Muslim women, who generally do not attend the mosque. Therefore, for Muslim women the home is important as the place where they can pray regularly, and also teach their children the value of regular prayer</li> <li>• Muhammad encouraged Muslims to pray often at home, so that the homes should not become 'like graves'. It is seen as a way of dedicating home and family to the honour of Allah</li> <li>• The mosque provides an opportunity for Muslims to pray together, which symbolises and strengthens the unity of Islam in the ummah</li> <li>• Muslim men are commanded to come together for Friday prayers in the mosque, which acts as a witness to their faith, and allows them to listen to the teachings of the local imam</li> <li>• Mosques have been specifically designed to aid worship, with washing facilities, carpeted floors and the mihrab facing the direction of Makkah, and are a place where Muslims can pray free from distractions.</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 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>Jews use the Mishnah to guide them in prayer (1); for example, in contains guidance on the requirements for a minyan in synagogue worship (1)</li> <li>They use it to guide them on how to conduct marriages (1), detailing the nature of marriage contracts (1)</li> <li>The Mishnah explains Jewish dietary laws (1) such as describing in detail which birds may be considered kosher (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>	(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>The rabbi is important as they lead the Jewish community in synagogue prayer, and will often preach a sermon to help the congregation understand the prescribed text from the Torah</li> <li>It is the duty of a rabbi to strengthen the unity of the Jewish community, sometimes by arranging social events that gather the community together</li> <li>A rabbi is important as someone Jews can turn to with a problem, providing spiritual advice to the Jewish community, such as marriage counselling.</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
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>• Abraham is important in Judaism because, living at a time of polytheism, he led the Jewish people to faith in one God. He is therefore considered the first Patriarch of the Jewish people</li> <li>• The Torah teaches that it was to Abraham that the Almighty promised that his descendants, the Jewish people, would become a great nation, and that the Almighty would bless them and increase their number.</li> <li>• Abraham is for the Jews a model of faith and of obedience to the Almighty, because he was willing to sacrifice his longed-for son Isaac at the Almighty's command</li> <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 considered important because it was to him that God gave the Ten Commandments, and he is therefore understood as the bringer of the Torah (the Law) to the Jewish people</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
2(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>Masada symbolises Jewish resistance to persecution (1) as it was a place where Jews made a stand against the Romans (1)</li> <li>It emphasises the importance to Jews of their beliefs (1) as they were prepared to die rather than abandon their faith (1)</li> <li>It is an important place of pilgrimage for Jews (1) as it a place that can strengthen a sense of Jewish identity (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>	(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>Most Jews consider Jerusalem their most important city because it is their 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>Some Jews consider Jerusalem to be the capital of a restored Jewish nation, symbolizing a return to the Promised Land, and as security against a sometimes hostile world.</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>• Pesach could be said to be the most important Jewish celebration because it marks the Exodus of the Jewish people from Egypt, and is therefore a celebration of freedom and of the right of Jews to practise their religion</li> <li>• It is an important celebration because it was a time when the Almighty showed his power through the miracles he performed, such as the plagues. It is therefore a celebration that helps Jews have faith in the Almighty and to trust in him</li> <li>• It is important because it is essentially a joyful family celebration, centred on a family meal that is rich in symbolism. Jewish families will try to come together for this festival, and also see it as an opportunity to share both the meal and their faith with friends</li> <li>• Some Jews will argue that Yom Kippur is the most important celebration, and the most solemn, and almost all Jews observe Yom Kippur even if they do not observe any other festival. It is the Day of Atonement, set aside to atone for all the sins of the past year</li> <li>• Yom Kippur may be considered the most demanding of Jewish celebrations, and therefore the most important. It is often referred to as a complete Shabbat – no work must be done, and Jews must fast for 25 hours. Most of this time is spent in the synagogue in prayer</li> <li>• In Judaism there are many celebrations throughout the year, each remembering a different aspect of Jewish history and faith. Some Jews will argue that these cannot be ranked, and that together they form a complete expression of Jewish faith in the Almighty.</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
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Jews attending synagogue on Shabbat greet each other with the words 'Shabbat shalom' (1) and gather in the synagogue facing the Bimah (1)</li> <li>• In the home usually the mother lights the Shabbat candles (1) and says a prayer asking the Almighty to bless their Sabbath (1)</li> <li>• During the synagogue service the copy of the Torah is brought to the Bimah (1) and the text assigned to the particular day will be read out (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>	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Brit Milah is important to Jews because it was commanded by the Almighty - 'on the eighth day the flesh of the foreskin shall be circumcised' (Lev 12:2) - and this has been the tradition ever since</li> <li>• Brit Milah is understood as the human completion of the body, reminding Jews that their spiritual lives require their own effort and commitment, something which the Almighty cannot do for them</li> <li>• Brit Milah is understood as a sign of the covenant between the Almighty and the Jewish people. In recognition of their obedience the Almighty promises that they will flourish and inherit the land of Canaan.</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>• The word 'synagogue' means 'bringing together', and a synagogue provides an opportunity for Jews to gather to pray to the Almighty as a community, to renew their faith and commitment</li> <li>• A synagogue is a place where Jewish people meet to celebrate the major festivals of their religion, such as at Yom Kippur, when members of the Jewish community gather to acknowledge their sins and pray for forgiveness</li> <li>• It is important as the place where Jewish people can meet to celebrate important events in their lives, which are integrated into worship, such as when a Jewish boy or girl celebrates their coming of age (Bar/Bat Mitzvah)</li> <li>• The most prominent features of a synagogue are designed around worship. The Bimah and the Ark are the principal focuses of worship, and the largest space is for a congregation to be able to gather in common prayer</li> <li>• Synagogues are important as places of education. For example it is the place where Jewish boys and girls will gather for instruction from the rabbi before their Bar and Bat Mitzvah ceremonies, and so prepare themselves to take their responsibility as adult Jews</li> <li>• They are very important for social gatherings. They allow the Jewish community to come together for parties as well as worship, to strengthen their bonds with each other and thereby their commitment to the practice of their faith and their identity.</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
1(a)	<p>Award one mark for providing a source. Award a second mark for development of the source. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>Many Sikhs consult the Rahit Maryada for guidance (1) since it is a Code of Conduct for living the Sikh life (1)</li> <li>Sikhs have collections of stories connected with the Gurus (1) which show the Gurus as being directed by God (1)</li> <li>Sikhs also have respect for writings of sants from different traditions (1) such as the collection put together by Guru Nanak (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated source/ development.</li> <li>Development that does not relate to both the source 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>The Gurus are considered spiritual teachers who share the wisdom and guidance they have received from God, helping Sikhs to live a life in accordance with God's will</li> <li>Guru Gobind Singh completed the compilation of the Sikh holy books, a compilation that was declared the final Guru, the Guru Granth Sahib, which is the principal source of wisdom for Sikhs</li> <li>The term guru derives from words for light and darkness, which reflects the importance of the Gurus as those who bring people to the truth.</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
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>• Sikhism does not have a hierarchical structure, and Sikhs place great emphasis on their own spiritual journey towards liberation, aided by the sangat, the community of fellow Sikhs, family and friends</li> <li>• Most Sikhs rely on the authority of the Ten Gurus to guide their lives, rather than community leaders, because they believe that they are divine spiritual messengers, and that their wisdom reflects the wisdom of God</li> <li>• Sikhs attach great importance to their sacred texts, rather than on particular people. The Guru Granth Sahib, for example, is an ever present source of wisdom to which they can turn for guidance</li> <li>• Any learned or respected member of the Sikh community can read aloud from the holy scripture and offer their interpretation of its meaning. They can also lead prayers and ceremonies</li> <li>• Sikhs elect a committee to run many of the historical gurdwaras in the Punjab, and they sometimes issue global decrees. Some Sikhs respect this authority and consider that such elected people have a responsibility to serve the community through leadership</li> <li>• Many Sikh communities appoint a granthi, who may be considered a local religious official of Sikhism. They will often lead worship, and some Sikhs look to them for spiritual leadership through their guidance and example.</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 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 Sikhs visit important historical sites in India which are associated with the origins of Sikhism (1); there they will dedicate time to spiritual reflection</li> <li>They may go to particular places associated with the lives of the Gurus (1) and take the opportunity to learn more about the development of Sikhism (1)</li> <li>Many Sikhs visit the Harimandir Sahib (1) and may bathe in the waters which are held to have healing powers (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 both to the practice 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>Gurpurbs celebrate the lives of the Gurus, and are occasions when Sikhs can remember their history and remind themselves of the spiritual wisdom of their founders</li> <li>Gurpurbs act as a reminder of the teaching of the Guru Granth Sahib, which is read continuously from beginning to end during the festivals, an act known as the Akhand Path</li> <li>Gurpurbs are joyful celebrations, when Sikhs can celebrate their faith, and which bring together families and members of the sangat in worship and shared meals.</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 will consider Amritsar essential to Sikh identity because it is the home of the Golden Temple, which was built by some of the Gurus, and which is considered a sacred place of worship by Sikhs</li> <li>• The Golden Temple is regarded as a symbol of peace and unity, where people can worship as equals regardless of caste, race or religion. In this way it can be said to highlight the principles of Sikh spirituality</li> <li>• Amritsar is held as important for many Sikhs because it is the site of the massacre in 1919, an event which enables Sikhs to reflect on the history and the martyrs of their faith</li> <li>• Amritsar is the base for the Gurdwara Committee (SGPC), which for some Sikhs plays an important role in managing Sikh affairs and the norms that govern Sikh life</li> <li>• Many Sikhs do not feel it is important to focus their faith on particular places or people but on their individual spiritual journey, and may look upon Amritsar as an important place, but not essential to their identity as Sikhs</li> <li>• The local gurdwara is an important locus of Sikh identity because it is there that they experience most the support of the sangat, and where they can fulfil their duty to serve others, specifically in the langar.</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
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Most marriage ceremonies start in the morning with the meeting of the man and woman (1); this is accompanied by the singing of hymns (1)</li> <li>• Marriages usually take place at a congregational gathering (1) in the presence of the Guru Granth Sahib (1)</li> <li>• The man and woman sit side by side facing the Guru Granth Sahib (1) with the woman on the left of the man (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
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The gurdwara is a place where Sikhs can meet for congregational prayer and worship. It is the home of the Guru Granth Sahib, which makes it a particularly holy place for Sikhs</li> <li>• It is a place where religious ceremonies are conducted, many of them bringing the Sikh community together to celebrate moments of great importance in their lives</li> <li>• A gurdwara is also a community centre, offering food, shelter and companionship to those who need it, in particular in the langar where they serve food to anyone who wants a meal.</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>• Nitnem, the five daily prayers, are considered important because they help to strengthen Sikh identity. The practice reinforces the bond within the sangat and identifies the person praying with the distinctiveness of Sikh worship</li> <li>• The prayers allow Sikhs to gain insight into the Gurus, who are the authors of many of them. By praying in this way Sikhs can learn about the lives and spiritual ideas of the Gurus, and apply the lessons to their own lives</li> <li>• Some Sikhs consider the Nitnem, and specifically the five Amrit banis, to be important because they act as a reminder of the initiation vows taken at the Amrit baptism ceremony</li> <li>• Through regular reading of the Nitnem, on a daily basis, many Sikhs believe they can learn something new and fresh each time, so enhancing their spiritual understanding</li> <li>• Some Sikhs might say that the Akhand Path, the devotional reading of the Guru Granth Sahib, is the most important aspect of Sikh worship because it reminds them of the fullness of Sikh belief, and allows these teachings to become inscribed in their minds</li> <li>• It can be argued that Naam Simram, which involves the contemplation of the Divine at the start of each day, is the most important because it allows the person praying a brief insight into immortality.</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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