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**GCSE**

**Religious Studies B**

Unit 6 / 40556 Worship and Key Beliefs

Mark scheme

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4055

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to students, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, eg L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

## Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases eg between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

### Assessment of Spelling Punctuation and Grammar

In order to apply Spelling, Punctuation and Grammar (SPaG) examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the six mark AO2 questions. Very brief answers are unlikely to be awarded beyond threshold performance.

Spelling, punctuation and grammar will be assessed in the six mark AO2 questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The best of these marks will be included in the total for the paper. The performance descriptions are provided below.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

**1 Places of Worship****01 ‘Symbolism is the most important part of the interior decoration of a religious building.’****What do you think? Explain your opinion.****Target: Evaluation of whether symbolism is the most important part of the interior decoration of a religious building**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following points:**

The symbols remind people of the God / gods whom they are worshipping or of the goal of enlightenment / this is the reason they go to the place of worship so this reminder is very important. They may be an essential part of the worship, like the murti / the image of the Buddha / the bread and wine in communion / the bells and crown on the Torah Scroll / the karah parshad. Credit examples of symbols seen inside a religious building linked to reasons why they are important. Other aspects of the design are less important like the colour / the pictures / the building materials, etc.

All aspects of the inside are important for worship, not just the symbols / many other things in the building help people to worship such as the Qibla wall of a mosque or the altar in a church. Credit examples of rooms in the building such as the worship hall / the langar kitchen / a separate space for women to worship. Credit aspects of the inside such as the direction the building faces / the stained glass windows / the furnishings / special features along with reasons why they are equally / more important than the symbols, etc.

Symbols are more important outside than inside / they help people recognise what the building is, etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

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**02 Name one feature of a religious building which is used in worship.**

**Target: Knowledge of a feature of a religious building or its furnishings which is used in worship**

**Students may include one of the following points:**

Buddhism – thangka / statue of the Buddha

Christianity - lectern / altar / pulpit / font

Hinduism - bell / murti (image of a god or goddess)

Islam – the Qibla wall / mihrab / minbar / dome

Judaism - Ark / Bimah

Sikhism - takht / palki etc.

Credit any physical feature of the building or its furnishings which is used in worship. If the feature is correct, credit it, even if the student has added incorrect information about it.

Award 1 mark for a single correct point.

**[1 mark] AO1**

**03 Explain how the outside of a religious building in each of two religions may remind people of their faith.**

**Target: Knowledge and understanding of how the outside of a religious building in two religions may remind people of their faith**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

**Buddhism** The pinnacle on top or a statue of the Buddha outside symbolises the enlightenment that all Buddhists seek so reminds them of the need to meditate / the dhammachakra reminds them to follow the eightfold path which includes meditation / a stall selling flowers or incense reminds them that these are used in meditation, etc.

**Christianity** A spire is like a finger pointing the way to heaven and a dome represents heaven so either is a reminder of the importance of God / the notice board has details of when to worship or a poster encouraging people to come inside / a statue of Jesus or Mary, a crucifix or cross reminds them why / whom they worship, etc.

**Hinduism** The pyramid or tower above many Hindu temples represents Mount Meru where the gods and goddesses live so is a reminder of their importance / it is covered with many carvings which symbolise the gods and goddesses / stalls outside sell garlands, fruit and other offerings used in worship (puja) / an image of the chief deity in the courtyard of the temple, etc.

**Islam** The dome is a reminder of the universe and Allah’s great love so encourages Muslims to thank him / the notice board has the times of prayer / the minarets are visible from a distance so remind people / the writing in Arabic over the door describes the greatness of Allah so encourages them to pray, etc.

**Judaism** Credit the point that there are no rules about what a synagogue should look like so it may not be obvious from the outside / the menorah and Star of David are often symbols on the outside of the building which remind Jews of the importance of their religion / inscriptions on the outside are reminders to worship / a notice board may have details of when to worship, etc.

**Sikhism** The Nishan Sahib (flag) has the symbol of Sikhism incorporating the kara and the khanda which are symbols of God / these remind Sikhs of the importance of worshipping God / the shoe rack contains the shoes of other worshippers so reminds them they should also enter to pray, etc.

Award up to level 3 for each of two religions. If the answer is purely descriptive, credit up to Level 2 but no more.

**[6 marks] AO1**

**04 Explain briefly how a religious building might be used by the local community.**

**Target: Understanding of how a religious building might be used by the local community**

**Students may include some of the following points:**

It might be used for a community meeting / a fund-raising activity / to visit and look around / for a youth activity or club / for a lecture or concert / for a rite of passage to which members of the community are invited / for education, etc.

Credit answers which include worship and other 'religious' activities.

1 mark for a single correct point.

2 marks for a developed answer or more than one correct point.

**[2 marks] AO1**

**05 ‘Religious believers should not spend lots of money on their place of worship.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether religious believers should spend lots of money on their place of worship**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:****Agree**

A believer can worship or meditate anywhere because God or enlightenment is not found only in a building / Jesus prayed on a mountain / Muhammad in a cave / the Buddha meditated under a tree / Moses met God at a burning bush / Guru Nanak encountered God when he went to bathe in the river / Hindus worship God by and in the Ganges / many believers already worship God at home because of time and mobility constraints / the money could be better spent helping people in need / less money could be spent if the buildings were not so richly decorated, etc.

**Other Views**

Places of worship are important to them because people go there to meet with God or meditate / to be inspired / uplifting surroundings make a difference so they spend a lot of money on them / the buildings can also have many other uses, eg for hospitality, social events, youth clubs / spending money on them shows that believers care about their religion / love and worship God / want others to be attracted to their religion / buildings need to be maintained and this costs a lot of money / it is their money so they can spend it how they choose, etc.

**[6 marks] AO2****05 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

## 2 Worship

**06 Name one aid to worship which may be used in the home.**

**Target: Knowledge of an aid to worship which may be used at home**

**Students may include some of the following points:**

Incense / crucifix / tallit (prayer shawl) / tefillin / bell / arti lamp / murti (image) / gutka / prayer mat / candle / icon / rosary / tasbee / mala / prayer beads / a holy book / prayer book, etc.

If the item is correct, credit it, even if the student has added incorrect information about it.

1 mark for a single correct point.

**[1 mark] AO1**

**07 Explain briefly how a religious believer may use one aid to worship.**

**Target: Knowledge and understanding of how a religious believer may use one aid to worship**

**Students may include some of the following points:**

Buddhists light an incense stick while they chant a mantra or meditate / the incense is an offering or a reminder of the Buddha's teaching.

Christians hold or look at a crucifix while they pray / it reminds them to thank Jesus for dying to take away their sin.

Hindus ring a bell before offering puja / it announces to the god or goddess that they have come to worship.

Muslims prostrate on a prayer mat facing Makkah / it ensures that the place where they pray is clean.

Jews cover their heads with a shawl when they pray / the tassels on the shawl remind them of the mitzvot they must keep.

Sikh musicians play the tabla when the hymns of the Guru Granth Sahib are being chanted / the music helps Sikhs to focus on the worship, etc.

Credit an explanation of any aid to worship but only one. A full response is likely to include a main point about its role in worship together with further information about it, its symbolism **or** a secondary way it can be used.

1 mark for a single correct point.

2 marks for a developed answer or more than one correct point.

**[2 marks] AO1**

**08 'Religious believers should worship at home.'****What do you think? Explain your opinion.****Target: Evaluation of whether religious believers should worship at home**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following points:**

When they are at home they feel closer to God / can concentrate better to pray or meditate / Jesus taught that people should pray in private / if they are in a separate room they can avoid being distracted by their family or the TV, etc.

Many people do not worship at home but with their community / this is important for unity and teaching younger members how to worship / some do not know how to worship at home without someone to lead them / it is most important that they worship, not whether they are at home, etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**09 Describe the main act of worship in a religious building in each of two religions.**

**Target: Knowledge and understanding of the main act of worship in a religious building of two religions**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

<b>Buddhism</b>	They meditate together by focusing on a sound or a candle / they recite the Three Refuges / they listen to chanting or teaching from the scriptures of their religion / they light incense, offer flowers and gifts, etc.
<b>Christianity</b>	They sing hymns / listen to the choir / they listen to readings and a sermon about the Bible / they take Communion at the altar or in their seats / they pray while they kneel or sit / they give money, etc.
<b>Hinduism</b>	They ring a bell to begin / they make offerings to the god or goddess / they reach their hands towards the arti flame and 'draw the light towards their eyes / they sing bhajans / they chant mantras, etc.
<b>Islam</b>	They stand in rows facing the direction of Makkah / they perform rak'ahs by standing, bowing, kneeling and prostrating / following the imam / they recite prayers in Arabic / on Friday they listen to a sermon, etc.
<b>Judaism</b>	They sing and chant hymns and prayers / they stand for the procession of the Torah scroll from the Ark to the bimah / they touch the scroll with their prayer shawls as it passes / they listen to the reading and a sermon, etc.
<b>Sikhism</b>	They kneel before the Guru Granth Sahib and make offerings / they sit while the musicians sing hymns from the Granth / they listen to a sermon explaining them / they stand to pray / they receive karah parshad, etc.

Award up to level 3 for each of two religions.

**[6 marks] AO1**

**10 'It is necessary for religions to have a special day for worship each week.'**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether it is necessary for religions to have a special day for worship each week**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.		2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

The special day reminds worshippers of an important aspect of their religion, eg the resurrection of Jesus on a Sunday for Christians / it is a day commanded by God, eg Shabbat for Jews or Friday prayers for Muslims / having the same day for all the followers of a religion encourages unity / the numbers worshipping on that day will be bigger than at other times / enquirers will know on which day to visit the religious building to see people worshipping / in countries where the religion is the majority, a day off work enables many to attend worship easily, etc.

**Other Views**

Some religions do not have a special day once a week for worship so it cannot be necessary / popularity of religion is under pressure now so worshippers should be free to worship when they want or when it is convenient for them / the necessary thing is that religions encourage their followers to worship from the heart, not to worship on a particular day / worshipping every day is the ideal, etc.

**[6 marks] AO2**

**10 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

### 3 Pilgrimage

11 Name one place of religious pilgrimage.

**Target: Knowledge of a place of religious pilgrimage**

**Students may include some of the following places:**

**Buddhism** Lumbini / Bodh Gaya / Sarnath / Kushinagar.

**Christianity** Bethlehem / Nazareth / Jordan river / Sea of Galilee / Jerusalem / places in Jerusalem (Via Dolorosa etc.).

**Hinduism** Varanasi / Mathura / Ayodhya.

**Islam** Makkah / Madinah / Jerusalem.

**Judaism** Jerusalem (Western Wall) / Hebron (Rachel's tomb)

**Sikhism** Credit any place linked with one of the ten Gurus, eg Kartarpur.

1 mark for a single correct point.

If the place is correct, credit it, even if the student has added incorrect information about it.

**[1 mark] AO1**

**12 Explain briefly why one place became a place of pilgrimage.**

**Target: Knowledge and understanding of why one place became a place of pilgrimage**

**Students may include some of the following points:**

Lumbini is where the Buddha was born / he was born from his mother's side.  
 Bodh Gaya is where he reached enlightenment / he sat under the bodhi tree to meditate.  
 Bethlehem is where Jesus was born / he was laid in a manger because there was no room in the inn.

Jerusalem is where Jesus ate the Last Supper, was crucified and resurrected.

Rome is where many early Christians were martyred / the Pope lives in the Vatican.

Lourdes is where St. Bernadette saw the Virgin Mary / a paralysed woman was cured.

The Ganges is a goddess who came down to earth through Shiva's hair / she purifies and brings life to the people.

Varanasi is the home of Shiva / people want to die there and have their ashes scattered on the river.

Mathura is where Krishna was born / his father saved him from the evil king.

Makkah is where Muhammad was born / he received revelations from Allah.

Madinah is where he died / earlier he built the first mosque there.

Jerusalem is where he ascended to Paradise / he was brought there on a night journey from Makkah.

Jerusalem is also where the Jewish Temple stood / it was destroyed by the Romans.

Rachel's Tomb is where the wife of Jacob was supposed to be buried / has become a focus of Jewish identity in modern Israel.

Yad Vashem was built in Jerusalem to remember the victims of the Holocaust / six million Jews died.

Amritsar is where Guru Arjan built the Golden Temple / the Akal Takht is there and decisions made in it are authoritative for all Sikhs, etc.

Credit an explanation of any place of pilgrimage but only one. The answer should be focused on the reasons why it became a place of pilgrimage. The names of people involved and the dates are not required. A full response is likely to include a main point about why it is special with further information about this **or** a secondary reason.

1 mark for a single point.

2 marks for a developed answer or more than one correct point.

**[2 marks] AO1**

**13 ‘The most important part of a religious pilgrimage is remembering the past.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether the most important part of a religious pilgrimage is remembering the past**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following points:**

The reasons why the places of pilgrimage are special are all linked to the past and pilgrims must know them to enter into it / the places played an important part in the history of their religion / they will learn more about their faith if they remember the past / it is respectful to remember key people in the religion / credit examples of the latter, etc.

Other aspects of pilgrimage are equally or more important / meeting and learning from other pilgrims / getting closer to God or enlightenment / being forgiven or healed / making a fresh start for the future is more important than remembering the past / getting a sense of how believers from all over the world are united together on pilgrimage, etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**14 Explain the religious actions which pilgrims do at a place of pilgrimage in each of two religions.**

**Target: Knowledge and understanding of the actions which pilgrims do at a place of pilgrimage in two religions**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

<b>Buddhism</b>	They prostrate themselves / they talk to the monks / listen to their teaching / light incense / meditate in significant places (eg at Bodh Gaya where the Buddha achieved enlightenment), etc.
<b>Christianity</b>	They kiss the star at the place where Jesus was born / they join processions, eg along the Via Dolorosa or to the basilica in Lourdes / they gather in St. Peter's Square to listen to the Pope / they pray in the Church of the Holy Sepulchre, etc.
<b>Hinduism</b>	They bathe in the river Ganges / perform puja at significant places / they listen to holy men, eg in an ashram / perform acts of service, etc.
<b>Islam</b>	They put on white clothing / circle the Kaaba seven times / touch the black stone / run between Safa and Marwa seven times / stand in the plain of Arafat all day / climb the Mount of Mercy / throw stones at three pillars / sacrifice an animal / shave or cut their hair, etc.
<b>Judaism</b>	They pray at the Western Wall / kiss it / push rolls of paper into the cracks with prayers written on them / show respect for the victims of the Holocaust, etc.
<b>Sikhism</b>	They pray in the Golden Temple / listen to the Granthis read and explain the Guru Granth Sahib / join in the langar / bathe in the pool, etc.

Award up to level 3 for each of two religions.

It is not required to name the place of pilgrimage. More than one place from the same religion may be mentioned. If the answer is merely descriptive, cap at Level 2.

**[6 marks] AO1**

**15 ‘All religious believers should go on a pilgrimage.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether religious believers should go on a pilgrimage**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Believers should go so they can learn about the history and important people in their religion at first hand / in Islam the Hajj is one of the Five Pillars because Allah requires it / modern life is very busy so taking time out to go on pilgrimage is valuable / it is life-transforming / they can benefit from meeting other followers of the same religion / people need to reconnect with the past / they have the opportunity to repent and be forgiven or healed at a place of pilgrimage so it is good that some believers are made to go, etc.

**Other views**

Some religions do not make their followers to go on pilgrimage (eg Judaism and Sikhism) / anyone can learn about holy places or have a virtual experience of the pilgrimage without actually going there / they can believe and follow the religion just as well without going / people who go are put off by the commercialism / so many people go that it has become dangerous / it is expensive to go, so poorer believers might lose out, etc.

**[6 marks] AO2**

**15 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

**4 Origins and Beliefs**

**16 Explain what is taught about the afterlife in each of two religions.**

**Target: Knowledge and understanding what is taught about the afterlife in two religions**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

- Buddhism**      There is no soul / a person’s kamma sets another life going when they die / the goal is to achieve nibbana / after reaching enlightenment there is no more kamma, just a state of eternal peace, etc.
- Christianity**      A person’s soul continues after death / one day the person will be resurrected and receive a new body / God will judge whether they go to heaven or to hell / some believe in purgatory, etc.
- Hinduism**      The atman (soul) continues after death / it is reincarnated in another form / this is decided by karma, the good and bad actions a person does / the goal is moksha (union with Brahman) which is eternal bliss, etc.
- Islam**      The soul is questioned, then taken to a place of waiting (barzakh) / the body will be resurrected on the Day of Judgement / Allah sorts those who go to Paradise by making them cross the Sirat Bridge, etc.
- Judaism**      Jewish beliefs vary / Sheol is the place where the dead go / sinners are cleansed there before entering God’s presence / the resurrection of the dead will happen when the Messiah comes, etc.
- Sikhism**      The soul continues after death / it is reincarnated in another form / this is decided by karma, the good and bad actions a person does / the goal is mukti, to be re-united with or re-absorbed into God, etc.

Award up to level 3 for each of two religions. Do not credit twice correct points that are the same in each religion unless the student has repeated them separately.

**[6 marks]      AO1**

**17 'Faith in God is the most important religious belief.'**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether faith in God is the most important religious belief**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following points:**

Faith in God is the source of all the other beliefs / he sent the prophets or Gurus / he inspired the founder / the Holy Book comes from him / he is the focus of people's worship / he is a comfort / inspiration to them / without God there would be no religion, etc.

Buddhists do not believe in God so faith in God is not important to them / God would be distant from people if it were not for the Holy Book, the founder or the prophets so these are more / just as important / it is more difficult to believe in God than these, etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**18 Explain briefly how believing in God affects the life of a believer.**

**Target: Knowledge and understanding of how believing in God affects the life of a believer**

**Students may include some of the following points:**

A believer wants to obey / please God in his or her life / they follow the rules he has laid down / they worship him / they look forward to an afterlife united with God or in his presence / they do good deeds, compassion done as a loving response to the love which they believe God has for them / they may be discriminated against or suffer from prejudice for their belief, etc.

1 mark for a single correct point.

2 marks for a developed answer or more than one correct point.

Do not credit answers that focus on people who do not believe in God.

**[2 marks] AO1**

**19 Name a founder or prophet in one religion.**

**Target: Knowledge of the name of a founder or prophet in one religion**

**Students may include one of the following:**

The Buddha (Siddhatta) / Jesus / Muhammad / Ibrahim (Abraham) / Ishmael / Moses / Guru Nanak, etc.

Credit the names of other prophets or gurus. If the founder is correct, credit the name even if the student has added incorrect information about him.

1 mark for a single correct point.

**[1 mark] AO1**

**20 ‘Religious believers do not need to know about the origins (beginnings) of their religion.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether religious believers do not need to about the origins of their religion**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

The origins are a long time in the past and many things have changed since then / there are more up-to-date examples for believers to follow / the founder and prophets did not live in the world we know today / a believer can follow the guidance of a religion without knowing who taught it / the stories about the origins of the religion may be invented so there's no point in knowing them, etc.

**Other views**

The origins of the religion, especially the life of the founder or prophet, show how the religion should be put into practice / believers must follow the original religion as practised by the founder / their teaching and their life go together, eg the Buddha showed his followers how to achieve enlightenment / the life of the founder or prophet pleased God / believers should know about it so they can please God too, etc.

**[6 marks] AO2**

**20 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

**5 Practices and Belonging**

**21 Name one religious festival.**

**Target: Knowledge of one religious festival**

**Students may include one of the following:**

Wesak / Songkran / Christmas / Easter / Divali / Holi / Eid ul Fitr / Eid ul Adha / Rosh Hashanah / Pesach / Baisakhi / Guru Nanak's Birthday, etc.

1 mark for a single correct answer.

If the festival is correct, credit it, even if the student has added incorrect information about it. Guy Fawkes and Halloween are no longer religious festivals.

**[1 mark] AO1**

**22 'Festivals are the best way for children to learn about religion.'**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether festivals are the best way for children to learn about religion**

Levels	Criteria	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following points:**

Festivals bring the generations together so are a good opportunity for teaching / they provide some fun for children so they will want to learn about the religion that way / festivals teach children important stories and values as well as give them a good time / they will learn that God wants people to enjoy themselves / the festivals are attractive to children who are learning about a religion in school so they create a positive impression of the religion, etc.

There are other ways of teaching children which are better / just as good eg through rites of passage like bar mitzvah or confirmation / festivals occur only once a year so more regular occasions would be better, eg at a madrassah / some people go too far when they are celebrating a festival and break the rules of their religion so they are not a good example for children to learn, etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**23 Explain the dietary (food) laws in each of two religions.**

**Target: Knowledge and understanding of the dietary laws in two religions**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

**Buddhism** Monks and nuns eat what is given to them, including meat / must not kill animals themselves / First Precept says not to harm a living creature / most Buddhists are vegetarians, etc.

**Christianity** There are no dietary laws / God told Peter to 'kill and eat' in a vision / some follow tradition and do not eat meat other than fish on Friday / some are vegetarian or teetotal because of moral reasons / credit explanations of Lent / bread and wine at communion, etc.

**Hinduism** Most are vegetarians so as not to harm living creatures / avoids bad karma from making animals suffer / the meat of a cow is forbidden because it is sacred but dairy products are encouraged, etc.

**Islam** Meat is halal (lawful) if the animal is killed correctly and is drained of all blood / must be killed in the name of Allah / slaughter must be painless / pork and carrion (an animal that is already dead) are haram (forbidden) / fish is not haram, etc.

**Judaism** Meat is kosher (clean) if it is from an animal that has a split hoof and chews the cud / pork, camel and rabbit are forbidden / milk and meat should not be eaten in the same meal nor mixed by using the same utensils, etc.

**Sikhism** Many are vegetarians / beef and pork are avoided for social reasons / ritually slaughtered animals (halal / kosher) are forbidden by the rules of the Khalsa / the langar serves only vegetarian food so the meal is inclusive of all, etc.

Award up to level 3 for each of two religions.

**[6 marks] AO1**

**24 Explain briefly why religious believers pray.**

**Target: Knowledge and understanding of why religious believers pray**

**Students may include some of the following points:**

Believers pray so they can communicate with God / to praise him / thank him / confess their sins / ask him for something / to listen to God / to gain merit or good karma / they may also pray to calm down / to think clearly / to get closer to God / to deal with a problem / seek guidance / it shows commitment, etc.

1 mark for a single correct point.

2 marks for a developed answer or more than one correct point.

**[2 marks] AO1**

**25 ‘A religious believer must keep all the duties of their religion.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether a religious believer must keep all the duties of their religion**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.		2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:****Agree**

A believer should be committed to his or her religion / keeping all of the duties shows commitment / is a way of worshipping or serving God / will be rewarded by God or result in good karma / sets a good example to younger believers / shows the religion in a good light / is of benefit to other people or society / credit examples of the duties they must fulfil, etc.

**Other views**

God knows it is impossible to keep all the duties / he forgives those who cannot because of circumstances in their lives / some of the duties are difficult to keep in the modern world / credit examples of the latter / some duties conflict with each other, eg having to obey parents when a child does not follow the same religion as them / religion should be about loving God, not fulfilling duties / religious beliefs and practices develop over the centuries, etc.

**[6 marks] AO2****25 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

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**6 Authority**

**26 Name one holy book.**

**Target: Knowledge of the name of a holy book**

**Students may include one of the following names :**

The Tripitaka / the Dhammapada / the Bible / the Vedas / the Upanishads / the Puranas / the Bhagavad Gita / the Quran / the Hadith / the Torah / the Tenakh / the Guru Granth Sahib / the Gutka.

1 mark for a single correct point.

If the book is correct, credit it, even if the student has incorrect information about it.

**[1 mark] AO1**

**27 Explain briefly why a religious leader might speak about a reading from the holy book.**

**Target: Knowledge and understanding of why a religious leader might speak about a reading from the holy book**

**Students may include some of the following points:**

It is part of his or her role in the place of worship / the reading from the holy book may be in an ancient or unfamiliar language / the meaning is difficult to understand / it was written many years ago and the religious leaders wants to apply its principles to the modern world / a religious leader is trained to read and understand the holy book correctly so would like to pass this on to others / others could make mistakes, etc.

1 mark for a single correct point.

2 marks for a developed answer or more than one correct point.

**[2 marks] AO1**

**28** 'Religious believers need the support of their religious community to live a religious life.'

**What do you think? Explain your opinion.**

**Target: Evaluation of whether religious believers need the support of their religious community to live a religious life**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

**Students may include some of the following points:**

It is difficult to be a believer on one's own / the faith of believers is stronger when they stand with others who share their religion / they may not know how to follow the guidance of the religion without others to show them / it is easier to pray or meditate when one is with others doing the same / rites of passage are meant to be shared with the community, etc.

Many believers have to live on their own because they are isolated / the nearest community of their religion may be many miles away / having the support of one's family is enough / anyone can live as a religious believer in their own way / it is possible, or even better, to pray and meditate on one's own / some holy men / women / monks / nuns chose to isolate themselves to draw closer to God or enlightenment, etc.

**[3 marks] AO2**

**29 Explain, using examples in each of two religions, how the life of the founder might inspire someone to live a religious life.**

**Target: Knowledge and understanding of how the life of the founder might inspire someone to live a religious life using examples from two religions**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

**Buddhism** The Buddha’s life shows that enlightenment is possible / this might inspire someone to pursue it for him/herself / his example inspires them eg the story of the Four Sights and Siddhatta’s renunciation of his luxurious life in the palace, etc.

**Christianity** The life of Jesus is the incarnation of God on earth / it might tell someone what God is like and encourage him/her to love him more / it might inspire someone to serve others like Jesus did / it might assure them of salvation from sin eg the story of how Jesus died and rose again, etc.

**Hinduism** There is no founder but the lives of the gods and goddesses are inspiring / they show their various powers / their virtues are examples for Hindus to follow eg the story of Rama’s search for Sita, his defeat of Ravanna and triumphant return to his kingdom, etc.

**Islam** The life of Muhammad shows how someone can please God / it encourages him/her to submit and live as a good Muslim eg the story of Muhammad’s conquest of Makkah without having to fight and the forgiveness of his former enemies, etc.

**Judaism** The life of Abraham could inspire someone to trust God and obey him even in “impossible” situations.  
The life of Moses shows that God loved his people and used his power to save them eg the story of Moses and the burning bush, his being called by God and his return to Egypt to lead his people, etc.

**Sikhism** The life of Guru Nanak (or one of the other nine Gurus) might inspire someone to follow his example of service and to learn from his teaching eg the stories of Guru Nanak’s love for the poor and his equal treatment of all people, etc.

Award up to level 3 for each of two religions.

Credit any accurate story about any of the founders or prophets (including gods or goddesses in Hinduism). If there is no explanation of how it might inspire someone to live a religious life, cap at Level 2.

**[6 marks] AO1**

**30 'Religious teachings are not relevant to the world today.'**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether religious teachings are relevant to the world today**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:****Agree**

Religious teachings are important only for believers in the religion / the people who wrote them / passed them on lived so long ago that their teachings have no relevance for the world as a whole today / the teaching is out-of-date / credit examples of this / believers claim that the teachers (prophets, gurus etc.) were sent or chosen by God but people who do not believe in God do not care about this, etc.

**Other views**

Those who follow religious teachings still have an impact on the world and the teachings influence the world through them / many things taught by religious leaders (prophets, gurus etc.) are part of laws and moral codes in the world as a whole / credit examples of this / many people are inspired by the teachings of historical figures even if they are not religious believers, etc.

**[6 marks] AO2****30 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]