



GCSE RELIGIOUS STUDIES A 8062/1A AND 8062/1B

THE STUDY OF RELIGIONS - PAPERS 1A AND 1B

Mark scheme

2018 Specimen

Version 1.0

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer

with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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.

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.

In questions where credit can be given to the development of a point, those developments can take the form of:

- **Example or evidence**
- **Reference to different views**
- **Detailed information.**

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12 mark questions.

Spelling, Punctuation and Grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none">•Learners spell and punctuate with consistent accuracy•Learners use rules of grammar with effective control of meaning overall•Learners use a wide range of specialist terms as appropriate	4-5
Intermediate performance	<ul style="list-style-type: none">•Learners spell and punctuate with considerable accuracy•Learners use rules of grammar with general control of meaning overall•Learners use a good range of specialist terms as appropriate	2-3
Threshold performance	<ul style="list-style-type: none">•Learners spell and punctuate with reasonable accuracy•Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall•Learners use a limited range of specialist terms as appropriate	1
No marks awarded	<ul style="list-style-type: none">•The learner writes nothing•The learner's response does not relate to the question•The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

Christianity

Beliefs

- 0 1. 1 Which one of the following is the book in the Bible in which the story of Creation can be found? 1

A) Exodus B) Genesis C) Proverbs D) Revelation

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B) Genesis

- 0 1. 2 Give two qualities which Christians believe describe the nature of God. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include some of the following points but all other relevant points must be credited:

Omnipotent/ loving/ just/ One/ Trinity/ merciful/ forgiving/ omniscient/ eternal etc

- 0 1. 3 Explain two ways in which belief in the resurrection of Jesus influences Christians today. 4

First way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Second way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- **Gives Christians faith that they will be raised from the dead**, by proving that it is possible, helps them overcome fear of death, encourages

some to lay down their life for their faith.

- **Creates faith that good can triumph over evil**, so helps Christians face persecution and suffering.
- **Proves that Jesus was God's son**, so gives authority to his teaching and example and gives them stronger reason to follow his teaching.

0 1. 4 Explain two Christian teachings about judgement. 5
Refer to scripture or sacred writings in your answer.

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Second teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Relevant and accurate reference to scripture /or sacred writing – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **Judgement will happen after death:** everyone will be raised from the dead and will face God/Jesus for judgement; this may happen at the end of time or Second Coming. Apostles' Creed.
- **They will be judged on the basis of what they have said and done:** how they have used their 'talents', how they have helped others; Matthew 25 parables of the Talents and the Sheep and the Goats.
- **After judgement they will be sent to heaven, hell or purgatory;** explanation of concepts of heaven/ hell/ purgatory. Matthew 25:46, John 5:29

0 1. 5 'If God were loving, there would be no suffering in the world.' 12

Evaluate this statement. In your answer you should:

- refer to **Christian teaching**
- give **developed arguments to support this statement**
- give **developed arguments to support a different point of view**
- reach a **justified conclusion.**

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Letting people suffer is cruel; humans who allow others to suffer are denounced for it. No acceptable reason can be given for the suffering of so many innocent people, particularly children.
- If there is a purpose to suffering, it could be achieved in some other way that does not result in such misery. So much suffering as part of the evolutionary process suggests a creator that does not care.
- Even if God is not the cause of suffering, he should be able to stop it; since he doesn't, he must not be loving.

Arguments in support of other views

- If God constantly intervened to prevent suffering, it would remove one of his greatest gifts to humans, free will.
- Suffering enables spiritual growth and deepens trust in God. The existence of suffering inspires people to reflect the love and compassion of God in their response to those who are suffering.
- Some Christians believe that God is all-loving but not omnipotent, and so although he would wish to remove suffering, he cannot.
- Humans are limited and so cannot understand God's purposes for his world; as the book of Job states, they are called to trust.

SPAG 5 marks

Practices

0 1. 6 Which one of the following is the sacrament that commemorates Jesus' last supper? 1

A) Marriage B) Baptism C) Eucharist D) Sunday.

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C) Eucharist

0 1. 7 Give two examples of the work of the Church in the local community. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

- Food Banks.
- Raising money for charity.
- Coffee mornings /events aimed at people who need support.
- Youth clubs.
- Outreach missions for the homeless.
- Meeting rooms for use of community.
- Services of memorial /celebration for locally relevant events.
- Provide a place of quiet reflection.

0 1. 8 Explain two contrasting ways in which the eucharist (Holy Communion) is celebrated in Christianity. 4

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting way

simple explanation of a relevant and accurate contrast - 1 mark
detailed explanation of a relevant and accurate contrast - 2 marks

Second contrasting way

simple explanation of a relevant and accurate contrast - 1 mark
detailed explanation of a relevant and accurate contrast - 2 marks

Students may include some of the following points, but all other relevant points must be credited; students may refer to any contrasting ways, eg from Catholic, Orthodox and Protestant traditions:

Orthodox Church: uses candles and incense during worship; priest remains behind Royal Doors for much of the first part of the service; Liturgy of the Word – readings – priest comes from the Royal Doors to read the Gospel; Liturgy of the Faithful –priest comes through Royal Doors, receives bread and wine from congregation, Creed, bread broken into four parts,(one put whole into the chalice, one for priests and deacons, one is broken up in the chalice for communion and the fourth is cut up but not consecrated) consecrated bread given to congregation with the wine on a spoon, prayers of thanksgiving, unconsecrated bread given to be taken home- a sign of being part of the Christian community.

Roman Catholic Church: Liturgy of the Word, three Bible readings; Creed; Liturgy of the Eucharist – bread and wine brought to altar, the Peace, people come forward to receive communion from a priest; usually a wafer (unleavened bread),red alcoholic wine taken from a single chalice, blessing, Go in peace, May also refer to the Tabernacle storing the consecrated bread

Non-conformist church: communion set out on a communion table- not an altar, minister or designated lay person may lead the communion service. Usually two Bible readings. An open table- anyone who wishes to can take communion, including children (do not need to be confirmed or in church membership) many different ways of serving communion – standing round the table, kneeling at the front rail of a church, served in the pews to the seated congregation etc. Creed not routinely said. Sometimes bread is cut up before the service, sometimes broken in the service. Congregation might serve each other as it is passed round. Wine is often non-alcoholic, often distributed in small cups, though often a chalice on the communion table

0 1. 9 Explain two ways in which Christian street pastors carry out their Christian duty. Refer to Christian teaching in your answer. 5

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Second way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Relevant and accurate reference to scripture or sacred writing - 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Some focus on young people who are in need: they patrol the streets of towns and cities at night, helping and caring for people in practical ways – they are carrying out the command to ‘Love your neighbour’
- Some work with councils and local police targeting areas where there may be trouble: they helping people who are intoxicated; they are following Jesus’ example of working with those disrespected by society, and of service to others.
- They will get people to talk to them and keep confidence (where it is legal to do so) – they are expressing Christian love for all people – following Jesus’ teaching of ‘Love one another as I have loved you’.

1. 1 0 ‘The best way for Christians to reach an understanding of God is by practising prayer.’ 12

Evaluate this statement. In your answer you should:

- refer to Christian teaching
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all other relevant points must be credited:

Arguments in support

- Some forms of prayer are a direct contact between the individual and God, so their understanding of God is personal to them and not based on other people's ideas which could be wrong.
- The believer focuses on the feeling of being in God's presence/ this is sometimes described as a feeling of 'awe and wonder' at the greatness of God.
- God is beyond description because the words get their meaning from the human and natural world around us / so God cannot be understood by reading about him or hearing other people talk about him.

Arguments in support of other views

- Not everyone can have this kind of prayer experience so they do not feel the presence of God through prayer.
- The Bible as the inspired word of God is his presentation of himself to human beings, so an understanding of God can come from reading what he says about himself / for example, the creator of the world and Father in heaven.
- Study of nature can also lead to an understanding of God, because it is God's creation and God expresses himself through it.

SPaG 5 marks

Catholic Christianity

Beliefs

- 0 2. 1 Which one of the following is the sacrament in which a young adult becomes a full member of the Church? 1**

A) Matrimony B) Reconciliation C) Confirmation D) Prayer

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C) Confirmation

- 0 2. 2 Give two beliefs about human beings found in the Genesis creation stories. 2**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

Humans are made in the image and likeness of God / they share the breath (spirit) of God / fashioned by God's own hands / God put them over all the animals / told to multiply and conquer the earth / gave names to the other animals as a sign of mastery / etc.

- 0 2. 3 Explain two ways in which belief in the resurrection of Jesus influences Christians today. 4**

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Second way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- **Gives Christians faith that they will be raised from the dead**, by proving that it is possible, helps them overcome fear of death, encourages some to lay down their life for their faith.
- **Creates faith that good can triumph over evil**, so helps Christians face persecution and suffering.
- **Proves that Jesus was God's son**, so gives authority to his teaching and example and gives them stronger reason to follow his teaching.

0 2. 4 Explain two Christian teachings about the Incarnation of Jesus. Refer to scripture or sacred writings in your answer. 5

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Second teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Relevant and accurate reference to scripture /or sacred writing - 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **Jesus is the Son of God:** God became human in Jesus - John 1:14, 'Jesus is divine' 1 Colossians 1:15
- **Jesus was truly human:** he did not just appear to be human, he was the son of Mary, he suffered as human beings do - Luke 1 26-33; Philippians 2:7-8; 1 Tim 3:16
- **Through Jesus everyone can know and understand God:** John 12.45. Because of his love for human beings God has lowered himself to the level at which people can understand him. John 1:18

0 2. 5 'The Eucharist is the only sacrament Catholic Christians need.' 12

Evaluate this statement. In your answer you should:

- refer to **Catholic teaching**
- give **developed arguments to support this statement**
- give **developed arguments to support a different point of view**
- reach a **justified conclusion.**

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support:

- All other sacraments find their meaning in the light of the Eucharist / without the life, Death and Resurrection of Jesus which is celebrated in the Eucharist, there would be no sacraments at all.
- Through receiving the Eucharist, Christ comes to live in the individual Christian and Christ's Spirit empowers the believer.
- Without the Eucharist as a source of spiritual life, belief and commitment would diminish and die, the Eucharist unites the community in faith, giving strength and encouragement to each of its members.

Arguments in support of other views:

- Without baptism, a person is not a Christian so cannot receive the Eucharist.
- All the sacraments are important, each of the sacraments has a particular function which cannot be replaced simply by receiving the Eucharist eg marriage.
- Without ordination, there would be no priests to celebrate the Eucharist so the whole life of the Church would be damaged.

Practices

0 2. 6 Which one of the following is a Catholic agency? 1

A) Childline B) Cafod C) Shelter D) Oxfam

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B) Cafod

0 2. 7 Give two aims of the Society of Saint Vincent de Paul (SVP). 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

The SVP is dedicated to tackling poverty and disadvantage / by providing practical assistance to those in need / irrespective of ideology, faith, ethnicity, age or gender / to seek and find those in need / to help them in a spirit of justice / to tackle the causes of poverty / through prayer, friendship, mutual support and encouragement, etc.

0 2.8 Explain two contrasting Christian views about the importance of pilgrimage. 4

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting view

simple explanation of a relevant and accurate contrast - 1 mark
detailed explanation of a relevant and accurate contrast - 2 marks

Second contrasting view

simple explanation of a relevant and accurate contrast - 1 mark
detailed explanation of a relevant and accurate contrast - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- The Catholic Church sees life as a pilgrim journey towards God, pilgrimage is an outward sign of that journey. Pilgrimage may be undertaken as a sign of repentance of sin, out of a need to ask God for help, or simply as

an act of devotion. It can be an opportunity to learn more about the life of Jesus, or of a saint, and to focus on their example. It is an opportunity to focus on God and to gain strength from other pilgrims.

- In contrast some Christians see no need for pilgrimage, some believe that God is everywhere and no special place brings them any nearer to God. They may not believe that saints have any power to help them, some believe that places of pilgrimage have become tourist attractions and are not spiritual at all, some find that the journey is simply too expensive.

02. 9 Explain two ways in which the Rosary is important in Catholic worship. Refer to Catholic teaching in your answer. 5

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Second way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Relevant and accurate reference to scripture or sacred writing - 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- The Rosary may be taken as the prayer and/or as the beads used to recite that prayer.
- **A reminder of important mysteries or events of the faith:** The prayers are a daily and constant reminder of faith and a source of unity among Catholics. They may be prayed by the individual alone, or recited in unison by a group – in church, elsewhere or online. Reference to one of the mysteries.
- **To bring about spiritual fruits:** For example, praying the joyful mysteries brings about the fruits of humility, love of neighbour, poverty of spirit, purity and obedience, explanation of one of these.
- **To thank and praise God:** strengthening awareness that all people have comes from God and keeping God as the focus in every part of life. - "The rosary is a treasure of graces" - Pope Paul V

2. 1 0 'The best way for Catholics to reach an understanding of God is by practising prayer.' 12

Evaluate this statement. In your answer you should:

- refer to Catholic teaching
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Some forms of prayer are a direct contact between the individual and God, so their understanding of God is personal to them and not based on other people's ideas which could be wrong.
- The believer focuses on the feeling of being in God's presence/ this is sometimes described as a feeling of 'awe and wonder' at the greatness of God.
- God is beyond description because the words get their meaning from the human and natural world around us / so God cannot be understood by reading about him or hearing other people talk about him.

Arguments in support of other views

- Not everyone can have this kind of prayer experience so they do not feel the presence of God through prayer
- The Bible as the inspired word of God is his presentation of himself to human beings, so an understanding of God can come from reading what he says about himself / for example, the creator of the world and Father in heaven.
- Study of nature can also lead to an understanding of God, because it is God's creation and God expresses himself through it.

SPaG 5 marks

Buddhism

Beliefs

- 0 3. 1 Which one of the following is the book which contains stories from the life of the Buddha? 1**

A) Jataka Tales B) Dhammapada C) Tipitaka D) Pali Canon

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: A) Jataka Tales

- 0 3. 2 Give two reasons why Buddha rejected his life of wealth. 2**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points

Students may include some of the following points, but all other relevant points must be credited:

He saw the Four Sights / the prophecy was fulfilled / he wanted to find a solution to suffering / he was disillusioned with his own life of luxury / etc.

- 0 3. 3 Explain two ways in which learning about the life of the Buddha influences Buddhists today. 4**

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Second way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- **The Buddha is the blueprint for enlightenment** - Buddhist monks follow

his example to reach enlightenment themselves e.g. leave their families, follow the middle way between greed and self-denial.

- **The Buddha proved humans could be enlightened** - this gives Buddhists confidence that they can be enlightened; gives them a reason to follow the path.
- **The Buddha's experiences help people to make sense out of experiences today:** the Four Sights show that old age sickness and death are part of life and Buddhists should always be mindful of them, and the Buddha's life showed that wealth cannot bring happiness – Buddhists look for fulfilment and happiness in mental attitude rather than possessions.

0 3. 4 Explain two Buddhist teachings about nibbana / nirvana. Refer to scripture or sacred writings in your answer.

5

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Second teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Relevant and accurate reference to scripture /or sacred writing - 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- The goal of Buddhist faith: This is the end of all cravings, of greed, hate and ignorance, and the end of rebirth. Buddha's first sermon.
- Can be reached in this life or after death: Buddha reached Nirvana at enlightenment but then lived for 45 years teaching others how to find the way; Nirvana is peace of mind – those who have reached it experience life as all others do but do not respond to it in the same way. Life of the Buddha.
- Cannot be described: All the words people could use come from their experience of this life, but Nirvana is not part of this material world. Questions of King Milinda

0 3. 5 'For Buddhists, impermanence (anicca) is the most important of the Three Marks of Existence.'

12

Evaluate this statement. In your answer you should:

- refer to **Buddhist teaching**
- **give developed arguments to support this statement**
- **give developed arguments to support a different point of view**
- **reach a justified conclusion.**

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support:

- Impermanence is a fundamental principle of the Buddhist faith/ it is the principle of life that everything changes/ humans have no control over birth, growth and decay and so need to come to terms with this.
- Impermanence causes suffering and the Buddhist faith addresses this, impermanence operates on all levels of life and even in inanimate things so it is a constant reminder of powerlessness.
- An understanding of impermanence motivates Buddhists to do something to improve the quality of life – to achieve enlightenment, etc.

Arguments in support of other views:

- Dukkha is a more important mark of existence- unless people understand that life is unsatisfactory, they are not likely to search for a solution/ everyone suffers and it is a basic feature of life/ the entire doctrine of the Buddhist faith rests on principles which will eliminate suffering/it is the issue which began the Buddha's quest for enlightenment (the four sights) /

human nature involves attachment and craving – this is basic to all humans and leads directly to suffering.

- No fixed self (anatta) is arguably the most important because it addresses the issue of the identity of the person and the illusion of self as the main barrier to enlightenment.
- All three are equally important because they are parts of a whole view of the meaning of life and without any one of these, the underlying principles which Buddhism addresses are incomplete etc.

SPaG 5 marks

Practices

0 3. 6 Which of the following is a Buddhist festival? 1

A) Parinirvana B) Holi C) Anicca D) Dukkha

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: A Parinirvana

0 3. 7 Give two of the five moral precepts. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

- Do not harm any living thing / do not kill
- Do not take what is not given / do not steal
- No falsehood / do not lie
- No sexual misconduct / do not commit adultery
- No intoxicants / do not use alcohol or drugs.

0 3. 8 Explain two contrasting Buddhist rituals associated with death and mourning. 4

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting ritual

simple explanation of a relevant and accurate contrast - 1 mark
detailed explanation of a relevant and accurate contrast - 2 marks

Second contrasting ritual

simple explanation of a relevant and accurate contrast - 1 mark
detailed explanation of a relevant and accurate contrast - 2 marks

The specification references such rituals in Theravada communities, Japan and Tibet. Other rituals may be included.

Theravada communities:

Bodies will be cremated / There may be a delay in cremating the body while merit-making activities are carried out on behalf of the dead to improve the next rebirth / monks lead the funeral and remind everyone present of the truth of anicca (impermanence) / relatives pour water into an overflowing jar to symbolise giving merit (good karma) to the deceased / after the funeral, and about a week after the death, a monk visits the home and delivers a sermon to relatives and friends , this is 'preaching for the benefit of the dead' and is believed to help them gain a better rebirth.

Japan

Flowers, incense and a candle are placed near the deceased's bed. These are reminders of impermanence. The body is washed and dressed and placed in a casket /coffin, positioned with the head towards the west – the realm of Amida Buddha. A Buddhist priest recites a section from scripture while mourners offer incense, flowers are placed in the casket which is then taken for cremation.

Tibet

A dying or recently dead person will have the Tibetan book of the dead read to them to help them through the Bardo stage between lives. The corpse is either cremated or fed to the vultures. Rituals and scripture readings on behalf of the dead may continue for 49 days the length of time people are believed to be in Bardo between lives.

0 3. 9 Explain two ways in which shrines are important in Buddhist worship. Refer to Buddhist teaching in your answer

5

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Second way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Relevant and accurate reference to scripture or sacred writing – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **Setting up a shrine makes any place a place of worship:** they may be set up in the home, worship can take place anywhere at any time it does not have to happen in a temple, worship at a shrine may be seen as merit-making. Merit-making briefly explained.
- **Items placed on the shrine are a focus for meditation** - eg a Buddha image, worshippers may aim to develop Buddha qualities within themselves in the practice such as compassion, patience or to achieve further insight into Buddhist teaching. A relevant teaching explained.
- **Some things on the shrine are a reminder of Buddhist teaching.** Buddhists will focus on those ideas in worship/meditation, such as flowers for impermanence, the light of candles for enlightenment, incense for the spreading of feelings of compassion to all living things. They will also chant scriptures at the shrine – as a reminder of teaching – a relevant teaching explained.

3. 1 0 ‘The best way to understand the Buddha’s teachings about the Three Marks of Existence is by meditating.’ 12

Evaluate this statement. In your answer you should:

- refer to Buddhist teaching
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, all relevant evidence and arguments must be credited:

Arguments in support:

- Gives devoted time to consider this / allows search within self for the truth of this teaching, full understanding can only come through total focus on the teachings to uncover the truths
- This is how the Buddha found understanding for himself – and monks also practise it.
- Meditation creates a disciplined mind which is necessary to understand such complex ideas / – meditation is this / etc.

Arguments in support of other views:

- The individual may only be able to do samatha meditation, which does not allow exploration of religious truths, or may not have enough time to do the necessary meditation
- Buddhists could read scripture / could speak to monks even children can have the Marks explained without meditating
- A study of the physical world / human experience can lead to an understanding of the three truths.

SPaG 5 marks

Hinduism

Beliefs

- 0 4. 1 Which one of the following deities is one of the tri-murti? 1
- A) Ganesh B) Lakshmi C) Brahma D) Saraswasti

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C) Brahma

- 0 4. 2 Give two of the features of the divine. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Features are: brahman (everywhere / non-personal); antaryami (within the heart), and, bhagavn (beyond / a personal loving God).

- 0 4. 3 Explain two ways in which practising ahimsa (non-violence) influences Hindus today. 4

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Second way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- **It means that they will avoid harming living things** because this would be like harming yourself since there is a divine spark in all living things
- **It helps them protect their karma**, because breaking the rule has great karmic consequences
- **Means that they consider if they will cause any harm before doing anything** – including speaking; Many are vegetarian for this reason

0 4. 4 Explain two Hindu teachings about Moksha. Refer to scripture or sacred writings in your answer. 5

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Second teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Relevant and accurate reference to scripture /or sacred writing - 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **Moksha is the ultimate aim of a Hindu's life:** the liberation of the soul from the cycle of birth and rebirth, the merging of the atman with Brahman – union of identity or purpose depending on school. Images of drop of water entering ocean or green parrot in a green tree from the Upanishads.
- **It cannot be achieved if one desires it:** it will happen only when all desires have ended; Bhagavad Gita 2:15
- **It can be achieved in this life:** by those whose minds are undisturbed by living, Bhagavad Gita 6:23 'freedom from all miseries of material contact.'

0 4. 5 'An understanding of Brahman is important for all Hindus.' 12

Evaluate this statement. In your answer you should:

- **Refer to Hindu teaching**
- **give developed arguments to support this statement**
- **give developed arguments to support a different point of view**
- **reach a justified conclusion.**

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and	10-12

understanding of relevant evidence and information.

3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Brahman is the highest understanding of God / those Hindus dedicated to Vishnu or to Shiva still recognise the existence and importance of Brahman.
- Brahman's qualities shown through other gods/ Shankara's views – God can be known in different ways – nirguna/saguna.
- Some Hindu groups believe that an understanding of Brahman is important because this is the absolute reality – nothing else is as important.

Arguments in support of other views

- Other Hindu groups e.g. Shaivites believe that regular worship of Shiva provides an understanding of reality which can be grasped- through this Brahman may be reached but Hindus do not need to understand Brahman to engage in this worship
- Brahman cannot be expressed in words, there are no words to describe him, he cannot be defined./ Hindus can only ever expect to understand Brahman to some extent/ Brahman is beyond understanding by the ordinary mind which is limited by experience in the world of appearances/ since Brahman cannot be expressed in words which are inadequate, Brahman is unknowable and not able to be understood / Hindus would be better expressing belief through other gods
- Only those Hindus who can spend time meditating – ascetics – those in the last two ashramas who can be expected to understand Brahman as the absolute reality, etc.

Practices

0 4. 6 Which of the following is a Hindu form of worship? 1

0 4. 9 Explain two ways in which shrines are important in Hinduism. 5
Refer to Hindu teachings in your answer.

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Second way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Relevant and accurate reference to scripture or sacred writing – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **Shrines house the temple or home deities.** They are a reminder of a Hindu's duty to the gods, or of teachings associated with them, in a large temple there may be a number of shrines dedicated to different gods. Reference to teachings linked to image of deity.
- **They are a focus for acts of worship** (puja). Water, fruit, flowers and incense are offered to the god(s) by the individual worshippers at the shrine. These are signs of respect and mirror and strengthen the feeling of respect the worshipper should have for the gods. Reference to teaching about worship as a spiritual activity.
- **The image in the shrine is believed to be filled with the energy of the god**, so provides a direct contact between the worshipper and the god. Reference to the presence of God within the image.

4. 1 0 'The best way for Hindus to reach an understanding of Brahman is by meditating.' 12

Evaluate this statement. In your answer you should:

- Refer to Hindu teaching
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Levels Criteria

Marks

4	A well-argued response, reasoned consideration of different points of view Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of evidence and information appropriate to the issue.	10-12
3	Some reasoned consideration of different points of view Logical chains of reasoning that draw on knowledge and understanding of evidence and information appropriate to the issue.	7-9
2	Reasoned consideration of a point of view A process of reasoning drawing on knowledge and understanding of evidence and information appropriate to the issue OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support:

- Brahman is beyond understanding by the ordinary mind which is limited by experience in the world of appearances.
- Brahman cannot be expressed in words, there are no words to describe him, he cannot be defined. He is unknowable.
- The sacred syllables used to refer to him gain meaning only in meditation, so only meditation makes awareness of Brahman possible.

Arguments in support of other views:

- There is a known aspect of Brahman which can be grasped by thought, seen through nature.
- Three aspects of Brahman may be known through the trimurti; Brahman is also known through all the other gods and goddesses.
- Brahman is not only available to those who can meditate, all aspects are Brahman, he can be known through any of them.

SPaG 5 marks

Islam

Beliefs

0 5. 1 Which one of the following best describes the meaning of Tawhid? 1

A) Prophethood B) Justice C) Life after Death D) Oneness of God

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: D) Oneness of God

0 5. 2 Name two of the Holy books, other than the Qur'an. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following:

the Torah / the Psalms / the Gospel / the Scrolls of Abraham.

0 5. 3 Explain two ways in which a belief in life after death influences Muslims today. 4

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Second way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- Those who fear punishment in hell are motivated to avoid doing evil – for example they will not drink alcohol. Similarly, those who are wronged have confidence in God's judgement that will see evil punished.

- Those who look forward to the rewards of the afterlife are motivated to do good and to obey the Shariah law – they will carry out the pillars for example.
- Some welcome death because they are expecting a favourable punishment and reward. That includes some who are prepared to die as martyrs for their beliefs.

0 5. 4 Explain two Muslim teachings about angels. 5
Refer to scripture or sacred writings in your answer.

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Second teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Relevant and accurate reference to scripture /or sacred writing – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **Angels were created of light:** the Qur'an describes them as messengers with wings. Qur'an 35:1
- **Angels have various roles linked to human beings:** Jibril (Gabriel) revealed the Qur'an, Qur'an 2:97; some are recording angels recording the deeds of a person's life in the book that will be read at the final judgement; others are guardian angels who protect people.
- **Angels serve God:** they praise God ,Qur'an 21:20 and act as God commands them, Qur'an 21:26-7

0 5. 5 'To describe God as omnipotent is the best way to understand God.' 12

Evaluate this statement. In your answer you should:

- **Refer to Muslim teaching**
- **give developed arguments to support this statement**
- **give developed arguments to support a different point of view**
- **reach a justified conclusion.**

Target: AO2: Analyse and evaluate aspects of religion and belief, including

significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support:

- God has to be the most powerful force that one could think about/ if he is powerful then many other attributes follow e.g. King Judge etc
- God's power means that he is in control of all things – seen in Creation/ power to sustain creation/ Muslims believe that all that happens takes place because God wills it – inshallah
- Word Islam means submission and so describing God as all-powerful accords with this belief, etc.

Other views:

- Complicated idea because of the presence of evil and suffering/ but there are certain things that God chooses not to do – and is 'unable' to do e.g. to lie.
- moral perfection means that he chooses to limit his power/ idea of freewill/ man made in the image of God – so given choice/better description of God as omnipresent.
- all descriptions of God are inadequate/ humans need many different descriptions to try to summarise what God is like (99 names), etc.

Practices

0 5. 6 Which one of the following is the religious tax paid by Shi'a Muslims? **1**

- Lesser Jihad – The duty to fight when commanded by a legitimate ruler, under the conditions, and in ways, permitted by Qur'an and Shariah. Qur'an 2:190: it must be a defensive war, Muslims should not be the aggressor.

0 5. 9 Explain two ways in which the Ka'aba is important in the Muslim Hajj (pilgrimage). 5
Refer to Muslim teaching in your answer.

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Second way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Relevant and accurate reference to scripture or sacred writing – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Muslims circle 7 times around the Ka'aba – it represents the single point around which Muslim life focuses, the oneness of God. Qur'an 2:125
- The Ka'aba is the direction of prayer. In daily prayers, Muslims make a spiritual journey to it, during pilgrimage many will make a once in a lifetime journey to that point so that the whole of their life is focused on God. Qur'an 3:96-7
- Pilgrims unite at the Ka'aba, although they come from all over the world and from different sects in Islam, so it unites the Ummah. Qur'an 5:97

5. 1 0 'The best way for Muslims to understand God is to practise salah.' 12

Evaluate this statement. In your answer you should:

- **Refer to Islamic teaching**
- **give developed arguments to support this statement**
- **give developed arguments to support a different point of view**
- **reach a justified conclusion.**

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief,

including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support:

- Salah is a direct contact between the individual and God, so their understanding of God is personal to them and not based on other people's ideas which could be wrong.
- The believer focuses on the feeling of being in God's presence, this is sometimes described as a feeling of 'awe and wonder' (taqwah) at the greatness of God.
- God is beyond description because there is nothing God can be compared to /so God cannot be understood by reading about him or hearing other people talk about him.

Arguments in support of other views:

- Not everyone can have this kind of prayer experience so they do not feel the presence of God through prayer.
- The Qur'an as the inspired word of God is his presentation of himself to human beings, so an understanding of God can come from reading what he says about himself, God will help those who read the Qur'an to feel his presence so they can understand him
- A study of creation can also bring about an understanding of God because creation is a sign from God.

SPaG 5 marks

Judaism

Beliefs

- 0 6. 1 Which word is used to express a belief in God as the Divine Presence? 1
- A) Sefer Torah B) Tzedakah C) Shekinah D) Tenakh

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: C) Shekinah

- 0 6. 2 Give two of the key moral principles of Judaism. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Justice/ healing the world/ kindness to others/ charity/ saving a life

- 0 6. 3 Explain two ways in which the belief that the mitzvot are the commands of God influences Jews today. 4

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Second way:

simple explanation of a relevant and accurate influence - 1 mark
detailed explanation of a relevant and accurate influence - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- **The mitzvot must be obeyed** – that is one of the Covenant responsibilities. That means, for example, that the Ten Commandments must be kept.
- **Obedience to the mitzvot unites Jews and gives them their identity;** in some Jewish communities there is a clearly fixed pattern of dress, moral conduct and style of worship based on the mitzvot.
- **Some liberal groups see some of the mitzvot as being relevant only for the time at which they were given,** so observe them less strictly or not at all, some aspects of food law for example.

0 6. 4 Explain two Jewish teachings about the Messiah. Refer to scripture or sacred writings in your answer.

5

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Second teaching:

simple explanation of a relevant and accurate teaching - 1 mark
detailed explanation of a relevant and accurate teaching - 2 marks

Relevant and accurate reference to scripture /or sacred writing – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **The Messiah is the anointed one:** direct descendant of King David; Jeremiah 23:5 Isaiah 11:2 the spirit of the Lord will be on him, he will have no fear
- **The Messiah will come at the end of time:** he will bring peace; end injustice; after the Messiah comes, the whole world will recognise God.

Isaiah 2:4 – He will be king and other nations will come to him for guidance;

- **The Messiah will restore Israel:** he will gather Jews back to the promised land, rebuild the Temple, he will restore the religious court system of Israel / establish Jewish law in the land Jeremiah 35:15

0 6. 5 ‘The resurrection is not an important Jewish belief.’ **12**

Evaluate this statement. In your answer you should:

- **Refer to Jewish teaching**
- **give developed arguments to support this statement**
- **give developed arguments to support a different point of view**
- **reach a justified conclusion.**

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, all relevant evidence and arguments must be credited:

Arguments in support:

- Very little in the Tenakh on the resurrection, if it were an important belief it would appear more frequently.
- Reform Jews would argue that this belief is not very important some believe righteous will rise, others wicked and righteous will be resurrected/ some argued that those to be resurrected would be brought back to Israel

- so very little agreement and little support from texts
- Many Reform and Liberal Jews believe that what is important is how life is lived on earth/ Whatever happens after death is in G-d's hands etc.

Arguments in support of other views:

- Orthodox Jews believe in the bodily resurrection of the dead /Rabbinical scholars have argued that at the end-of-days the dead would be brought back to life/ beliefs in Gan Eden, Olam Ha-Ba, Sheol, Gehenna
- Rabbis have used Daniel 12.2 to argue for the importance of everlasting life
- It is important because it is believed that Judgment will occur after the Messiah comes/ belief in resurrection has an effect on this life/ idea of punishment or reward after death depending on how this life has been led etc.

SPaG 5 marks

Practices

- 0 6. 6 Which one of the following is the oral law in Judaism? 1**
- A) Torah B) Tefillin C) Tzitzit D) Talmud**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: D) Talmud

- 0 6. 7 Give two reasons why Jews celebrate Brit Milah. 2**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

A symbolic act showing the belonging to the faith/ practised for more than 3000 years/ a sign of the covenant God made with Abraham / part of an everlasting covenant/ so important it is even allowed to be performed on the Sabbath or a holy day –/if not circumcised, cut off from the community/ a sign of respect towards the Jewish fathers/ important family celebration etc

0 6.8 Explain two contrasting ways in which worship is carried out in orthodox and reform synagogues.

4

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting way

simple explanation of a relevant and accurate contrast - 1 mark
detailed explanation of a relevant and accurate contrast - 2 marks

Second contrasting way

simple explanation of a relevant and accurate contrast - 1 mark
detailed explanation of a relevant and accurate contrast - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

Orthodox – Men and women sit separately; young boys under 13 sit with the women; everything is in Hebrew; the person leading the service has his back to the congregation and prays facing the same direction as the rest of the congregation; worship may be fairly ‘free form’ with individuals turning up and joining in at different times and not necessarily doing things in the same way – they may have different customs about where to stand and where to pray for example.

Reform –Men and women sit together; most of the service may be in English; the person leading the worship faces the congregation most of the time; the congregation worships together, doing the same thing at the same time. They may use an organ, sometimes a choir in worship.

0 6.9 Explain two ways in which the ark (Aron hakodesh) is important in the synagogue. Refer to Jewish teaching in your answer.

5

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Second way:

simple explanation of a relevant and accurate way - 1 mark

detailed explanation of a relevant and accurate way - 2 marks

Relevant and accurate reference to scripture or sacred writing – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **The Ark is a cupboard where the Torah Scrolls , which contain the text of the Hebrew Bible, are kept.** It is named after the wooden chest which held the stone tablets of the Covenant that God gave to Moses on Mount Sinai. Reference to Jewish teaching about the Torah.
- **The presence of the Ark, and of the scrolls within it, make the synagogue a holy place.** According to Jewish teaching, honour must be shown to it, no one should sit with their back to it. In Great Britain it is put against the eastern wall of the synagogue so that worshippers facing the ark are also facing Jerusalem.
- **The Ark plays a key part in worship.** At the right moment in a synagogue service the Ark is ceremonially opened, and the Torah scroll is carried in procession to the reading desk, unrolled to the reading chosen for the day and laid on the reading desk, after the reading is over, the scrolls are returned to the Ark. Teaching about the importance of such readings.

6. 1 0 “The best way for Jews to understand what God is like is by taking part in Jewish family life.” 12

Evaluate this statement. In your answer you should:

- **Refer to Jewish teaching**
- **give developed arguments to support this statement**
- **give developed arguments to support a different point of view**
- **reach a justified conclusion.**

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of evidence and information appropriate to the issue.	10-12
3	Some reasoned consideration of different points of view Logical chains of reasoning that draw on knowledge and understanding of evidence and information appropriate to the issue.	7-9
2	Reasoned consideration of a point of view	4-6

A process of reasoning drawing on knowledge and understanding of evidence and information appropriate to the issue

OR

Recognition of different points of view, each supported by relevant reasons / evidence.

1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Many customs, ceremonies, rituals help to educate and remind family about God, such as the use of mezuzah containing the Shema which stresses the oneness of God.
- God's continual presence, God's concern with all aspects of life, and his role as Law Giver and Judge are stressed in keeping Kosher laws and other teaching about the family life. This is 24/7 – all day, every day
- Shabbat ceremony, festivals, prayers and ritual teach of God's role as protector, king and God's power in delivering his people etc.

Arguments in support of other views

- Worship and prayer outside the home practised regularly enables Jews to focus on the nature of God.
- The scriptures make clear God's attributes, so study of the scriptures and their interpretation important to understand what God is like for example, prophets proclaim a holy God who demands moral behaviour.
- Worshipping and sharing views with other Jews allows individuals to deepen their understanding.

SPaG 5 marks

Sikhism

Beliefs

- 0 7. 1 Which one of the following is the name of the holy book of Sikhism? 1**
- A) Guru Granth Sahib B) Sangat C) Singh D) Mool Mantra**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: A) Guru Granth Sahib

- 0 7. 2 Give two examples of how someone might show 'haumai'. 2**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

Being proud / being selfish / being angry / discriminating against others / talking down to others / etc.

- 0 7. 3 Explain two ways in which belief in karma influences Sikhs today. 4**

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way:

simple explanation of a relevant and accurate influence - 1 mark

detailed explanation of a relevant and accurate influence - 2 marks

Second way:

simple explanation of a relevant and accurate influence - 1 mark

detailed explanation of a relevant and accurate influence - 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- The belief that positive actions lead to a better rebirth means that Sikhs will make every effort to do positive actions - such as sewa.
- The belief that negative actions lead to negative consequences and a worse rebirth means that Sikhs will make every effort to avoid doing negative actions such as theft.

- A belief in karma makes it important for Sikhs to understand what are positive and what are negative actions so that they understand the consequences of what they are doing.

0 7. 4 Explain two Sikh teachings about God. 5
Refer to scripture or sacred writings in your answer.

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First teaching:

simple explanation of a relevant and accurate teaching - 1 mark
 detailed explanation of a relevant and accurate teaching - 2 marks

Second teaching:

simple explanation of a relevant and accurate teaching - 1 mark
 detailed explanation of a relevant and accurate teaching - 2 marks

Relevant and accurate reference to scripture /or sacred writing – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- **Monotheism** – there is only one God, the creator and controller of all things; depends on nothing but all things depend on God Guru Granth Ji 45
- **God is immortal** – is not born and does not die Guru Granth Ji 144,
- **God is without form** – He is not a thing within creation so cannot be described, Guru Granth Ji 14 , 283

0 7. 5 ‘For Sikhs, sewa (service to others) is the most important duty.’ 12

Evaluate this statement. In your answer you should:

- **Refer to Sikh teaching**
- **give developed arguments to support this statement**

- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support:

- Selfless service is the most important because it develops compassion for others rather than the selfishness of doing something only for your own benefit/ so it promotes gurmukh rather than manmukh attitudes.
- It was one of the first duties to be taught by Guru Nanak who promoted sewa in the first langars
- Sikh way of life is a way of service to God and everything done can count as sewa (tan, man, dhan) / good deeds for others is believed to be essential for Sikhs to show their allegiance to God/ It benefits the community – fulfils one of the core principles of Sikhism- the common good of all etc.

Arguments supporting other views:

- Duties to God are more important – nam simran
- Amritdhari Sikhs believe that upholding the faith is more important because Guru Gobind Singh lay such emphasis on this/ leading a pure life –self-discipline in an attempt to become gurmukh/ communicating with God so that the soul becomes pure is the priority
- Knowing and doing the will of God- may involve sewa but in itself it is not the most important duty, etc.

Practices

0 7. 6 Which one of the following is the festival that celebrates the founding of the khalsa in Sikhism? 1

A) Vaisakhi B) Gurmukh C) Gurpurb D) Amrit

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: A) Vaisakhi

0 7. 7 Give two of the 5 Ks in Sikhism. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

The 5 Ks are:

Kesh (uncut hair)

Kara (bracelet)

Kirpan (sword/knife)

Kangha (comb)

Kachera (shorts)

0 7. 8 Explain two contrasting ways of following the Sikh Path taken by sahadhari and amritdhari Sikhs. 4

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting way

simple explanation of a relevant and accurate contrast - 1 mark

detailed explanation of a relevant and accurate contrast - 2 marks

Second contrasting way

simple explanation of a relevant and accurate contrast - 1 mark

detailed explanation of a relevant and accurate contrast - 2 marks

Students may include some of the following points, all other relevant points must be credited:

A Sahajdhari Sikh is one who is not a member of the khalsa, they are known as 'slow adopters'. They hold the beliefs of Sikhism but may not wear the 5Ks, they may cut their hair and their beard and not wear a turban. All Sikhs will have been sahadhari at some point in their lives because no one is born a Sikh. Sikhs believe that sahadhari are working towards amritdhari, developing their faith. They could be gurmukh and obeying God's will but not yet prepared to take on the additional responsibilities of amritdhari Sikhs.

An Amritdhari Sikh is a member of the khalsa and will have taken the name Singh or Kaur. He or she is baptized into Sikhism and is expected to follow all the beliefs and teachings including the Khalsa Code of Conduct. They should not cut their hair, use tobacco or any intoxicant, eat halal meat, commit adultery. They will wear the 5 Ks so their Sikh identity is clear to everyone and should pray seven times each day including first thing in the morning and last thing at night.

0 7. 9 Explain two ways in which the takht is important in a Sikh Gurdwara. Refer to Sikh teaching in your answer.

5

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Second way:

simple explanation of a relevant and accurate way - 1 mark
detailed explanation of a relevant and accurate way - 2 marks

Relevant and accurate reference to scripture or sacred writing – 1 mark

Students may include some of the following points, all other relevant points must be credited:

- **This is the 'Throne of the Guru'** where the Guru Granth is put during worship. It must be absolutely clean to ensure that the Guru Granth Sahib is kept absolutely clean and treated with the respect due to a living Guru.
- **The throne is at the front of the worship hall so that all the worshippers are facing the Guru.** This reflects the equality of all worshippers. According to Sikh teaching anywhere there is a takht on which the Guru Granth Sahib is enthroned is a Gurdwara.
- **The Guru is opened on the throne and read from there.** It may be left open all day as long as an attendant is present to ensure that no disrespect is shown to it, and people are coming for guidance from it. It

should be covered if there is any possibility of disrespect being shown.
Teaching about the status of the Guru Granth Sahib

7.10 “The best way for Sikhs to gain an understanding the nature of God is by meditating on the name of God.” 12

Evaluate this statement. In your answer you should:

- refer to Sikh teaching
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Meditation allows deep understanding / meditation allows connection with God / meditation allows focus and thinking needed to understand, it is a disciplined and focused way, so facilitates true understanding
- Nam Japna is one of Three Responsibilities of Sikhs, so its importance is stressed.
- They can read Mool Mantra, but without thinking about it (meditation on), this does not lead to understanding.

Arguments in support of other views

- Some people are too closed by haumai, or being manmukh to understand God or to meditate.
- Could read the Guru Granth Sahib or could speak to learned scholars / studying Mool Mantra tells a person about God and may be all they can understand.
- No one can truly understand the nature of God – that is beyond man.

SPaG 5 marks