

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
JUNE**



**RELIGIOUS STUDIES (SPECIFICATION B) (40556)  
RELIGIOUS STUDIES (SPECIFICATION B) (SHORT COURSE)**

**UNIT 6 WORSHIP AND KEY BELIEFS**

**SPECIMEN PAPER**

**For this paper you must have:**

- an AQA 12-page answer book.

Time allowed: 1 hour 30 minutes

**Instructions**

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book.
- Answer **four** questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all your rough work in the answer book and cross through any work you do not want marked. Do **not** tear out any part of the book. All work must be handed in.

**Information**

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- The marks for questions are shown in brackets.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.
- Spelling, Punctuation and Grammar will be assessed in Questions 04, 08, 12, 16, 20 and 24. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be awarded a mark for Spelling, Punctuation and Grammar (**SPaG**) for each of the four questions that you attempt. The best of these marks will be included in your total for the paper.

Answer **four** questions.

There are 18 marks for content for each question.

There are four additional marks on the paper for Spelling, Punctuation and Grammar (SPaG).

### Question 1 Places of Worship

Look at the photographs below.

**Buddhism**



**Christianity**



**Hinduism**



**Islam**



**Judaism**



**Sikhism**

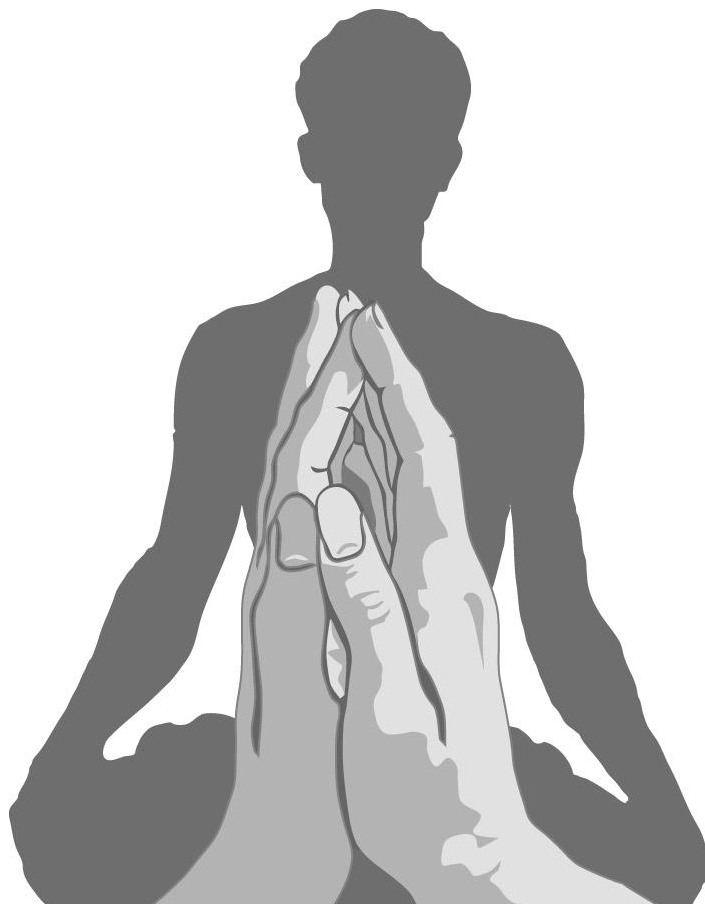


- 0 1** Explain briefly how buildings can be recognised as places of worship from the outside. (3 marks)
- 0 2** Describe the inside of a place of worship in **each** of **two** religions. (6 marks)
- 0 3** 'Religious buildings should look religious.'
- What do you think? Explain your opinion. (3 marks)
- 0 4** 'It is better to worship at home than in a religious building.'
- Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

## Question 2 Worship

Look at the photograph below.



**0 5** Explain **one** act of worship for **each** of **two** religions. (6 marks)

**0 6** 'A religion should have a special day for worship.'

What do you think? Explain your opinion. (3 marks)

**0 7** Choose an aid to worship in **one** religion. Explain briefly its use and importance. (3 marks)

**0 8** 'People are not truly religious unless they worship with others.'

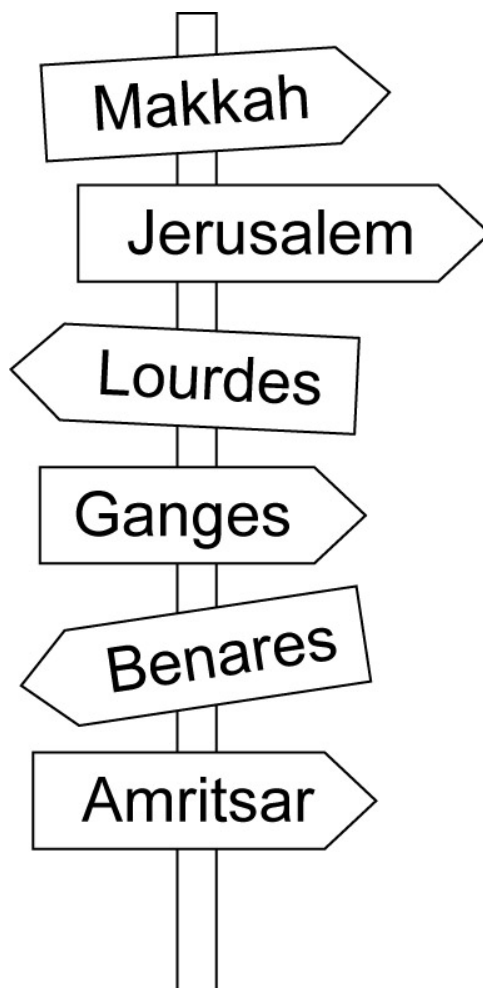
Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

Turn over ►

### Question 3 Pilgrimage

Look at the drawing below.



**0 9** Explain why some places become places of pilgrimage. (3 marks)

**1 0** Explain what religious believers do as part of a pilgrimage they would undertake in **each** of **two** religions. (6 marks)

**1 1** 'Pilgrimage is a very important form of worship.'  
 What do you think? Explain your opinion. (3 marks)

**1 2** 'Places of pilgrimage are there just to make money.'  
 Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

#### Question 4 Origins and Beliefs

Look at the statement below.

**‘Belief is the foundation of religion. Prophets shape a religion around beliefs.’**

**1 3** Outline the major events in the life of the founder or prophet of **one** religion. *(6 marks)*

**1 4** Explain briefly **one** belief held by a religion different from the one used in **13**. *(3 marks)*

**1 5** ‘It is better to focus on this life than on the next.’

What do you think? Explain your opinion. *(3 marks)*

**1 6** ‘Belief in God is all that a person needs.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

SPaG *4 marks*

**Turn over for the next question**

**Turn over ►**

### Question 5 Practices and Belonging

Look at the photograph below.



**1 7** Choose a festival from **one** religion that you have studied.

Name the festival and explain briefly why the festival is celebrated. *(3 marks)*

**1 8** Explain briefly the dietary (food) laws of **each** of **two** religions. *(6 marks)*

**1 9** 'A funeral is the most important religious rite of passage.'

What do you think? Explain your opinion. *(3 marks)*

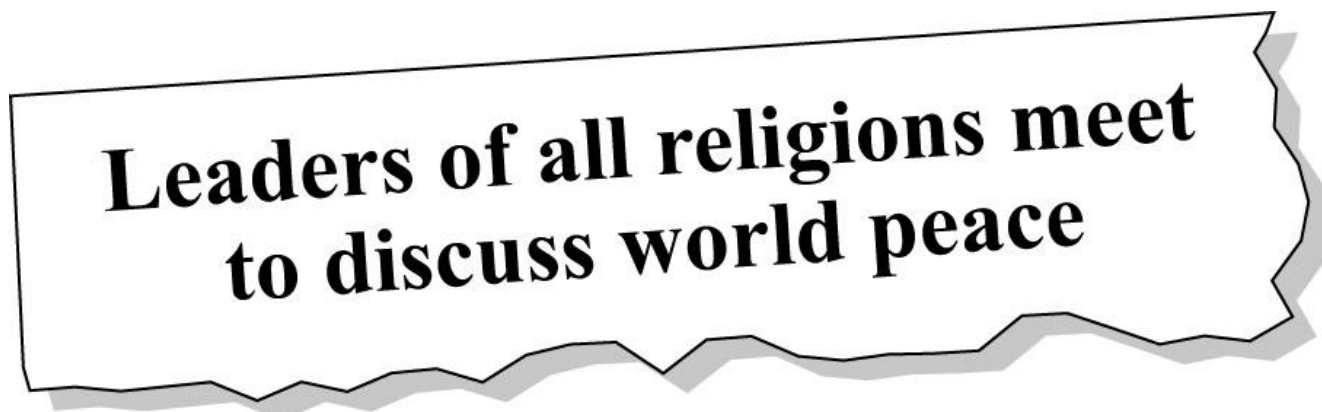
**2 0** 'The rules of a religion should always be followed.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

SPaG *4 marks*

### Question 6 Religious Authority

Look at the newspaper headline below.



**2 | 1** Explain briefly the importance of leaders in religion. *(3 marks)*

**2 | 2** Explain briefly the use of holy books in **each** of **two** religions. *(6 marks)*

**2 | 3** 'Religious leaders today should follow closely the teachings of the founder.'

What do you think? Explain your opinion. *(3 marks)*

**2 | 4** 'Holy books are more important than religious leaders.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

SPaG *4 marks*

**END OF QUESTIONS**

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**General Certificate of Secondary Education**

**Religious Studies**  
**Full or Short Course**  
*Specification B*

**Unit 6      Worship and Key Beliefs**

**Specimen Mark Scheme**  
*June series*



The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.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 candidates, 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, e.g. 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 candidate 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 candidates' 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 candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 candidates 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 candidate 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, i.e. 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.

In addition, marks for spelling, punctuation and grammar will be awarded in the 6-mark questions.

### Assessment of Spelling Punctuation and Grammar

Spelling, punctuation and grammar will be assessed in the 6-mark questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

<b>High performance</b>	Candidates 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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Candidates 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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Candidates 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.	<i>(1 mark)</i>

## Question 1 Places of Worship

- 01 Explain briefly how buildings can be recognised as places of worship from the outside.**

**Target: Knowledge of the defining characteristics of religious buildings**

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

- |                     |   |
|---------------------|---|
| <b>Buddhism</b>     | Stall selling flower offerings / Buddhist symbolism / incense being burned / sold.                    |
| <b>Christianity</b> | Stained glass windows / Christian symbolism / churchyard with graves / lych gate.                     |
| <b>Hinduism</b>     | Gateway entrance / statue of God / God's vehicle / Hindu symbolism / shoes left by those worshipping. |
| <b>Islam</b>        | Muslim symbolism / dome / minaret.  |
| <b>Judaism</b>      | Jewish symbolism / images on windows / Hebrew writing (often on brickwork).                           |
| <b>Sikhism</b>      | Flag / Sikh symbolism.  |

Credit any idea which is appropriate.

One mark per defining feature, with additional marks for explanation, up to 2 marks per religion.

**(3 marks)**

**AO1**

**02 Describe the inside of a place of worship in each of two religions.****Target: Knowledge of the inside of two religious buildings**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

Where a candidate provides a list of furnishings with no order, description or explanation, award two marks maximum per religion

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

<b>Buddhism</b>	Shrine room / statue(s) of Buddha / offerings (incense, flowers, food, money) / candles / lamps / tangkhas / images of Buddha.
<b>Christianity</b>	Altar / cross / pulpit / lectern / stained glass window / font / pews.
<b>Hinduism</b>	Shrines / statues of main deity / lesser deities / offerings (food, money, incense, flowers) / symbols.
<b>Islam</b>	Mihrab / qiblah wall / minbar / prayer mats / calligraphy.
<b>Judaism</b>	Ner Tamid / Ark / Sefer Torah / bimah / rabbi seat / menorah / congregational seating.
<b>Sikhism</b>	Palkhi / takht / Mool Mantra / room for Guru Granth Sahib / no seating / offerings (money, flowers, food) / pictures of holy people / symbols.

**(6 marks)****AO1**

**03 'Religious buildings should look religious.'**

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

**Target: Personal opinion regarding the importance of making religious buildings look such**

<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.	3 marks

This will be a personal response to the issue.

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

Helps believer focus / represents beliefs and teachings of faith / glorifies God / demonstrates love for God because so much is spent in time and money / makes the place very special / religious leaders have commissioned such places, so it must be okay.

Anywhere can be a place of worship / God is everywhere / better to spend money on those in need / ostentatious show of wealth is not what God wants / religious leaders were simple men, not given to such themselves.

**(3 marks)**

**AO2**

**04 'It is better to worship at home than in a religious building.'**

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

**Target: Evaluation of claim that it is better to worship at home rather than in a religious building**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate 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.
<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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

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

**Agree**

Can be true to God / no one watching, so feel freer / takes more focus and commitment to pray on own / genuine prayer not following prayer book / can do it any time, and more often.

**Other views**

Need to be in community of worship / ensures you do it right / able to link with and draw support from others / place is devoted to worship, so more appropriate – 'God's house'.

**(6 marks)**

**AO2**



**04 Spelling, punctuation and grammar**

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

<b>High performance</b>	Candidates 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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Candidates 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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Candidates 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.	<i>(1 mark)</i>

**Question 2 Worship****05 Explain one act of worship for each of two religions.****Target: Knowledge of an act of worship in each of two religions**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates should specify from the two religions they have studied the various uses.

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

<b>Buddhism</b>	Offerings / meditation / listening to sermon / speech / fortune-telling / astrology.
<b>Christianity</b>	Hymns / prayers / sermon / Bible readings / Holy Communion.
<b>Hinduism</b>	Offering / blessings from priest / reading scripture / fire ceremony / arti ceremony / hymns / prayers / sermon.
<b>Islam</b>	Wudu / rakah / reading Qur'an / Friday sermon.
<b>Judaism</b>	Reading of Torah / processing of Torah / hymns / sermon.
<b>Sikhism</b>	Procession of Guru Granth Sahib into / out of prayer hall / read aloud in service / ragis and hymns / karah parshad / langar.

**(6 marks)****AO1**

**06** 'A religion should have a special day for worship.'

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

**Target: Personal opinion regarding the relative importance of having a special day of worship**

<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.	3 marks

This will be a personal response to the issue.

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

Can focus on beliefs / faith / allows communal worship / shows devotion to God / ensures best use of resources.

Should be able to pray wherever and whenever / false if fixed to one day / not all religions have them so can't be vital.

**(3 marks)**

**AO2**

**07 Choose an aid to worship in one religion. Explain briefly its use and importance.**

**Target: Knowledge of the use and importance of one aid to worship**

Accept any relevant answer.

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

- |                     |  |
|---------------------|--|
| <b>Buddhism</b>     | Mala – beads for focus / fed through fingers / mandala – image for focus / shows aspect of belief, so encourages thought on religious truth / buddharupa – statue of Buddha / reminds of founder and of spiritual truths.                              |
| <b>Christianity</b> | Rosary – beads for focus / remind of prayers / images of Mary and Jesus reminder of key people / icons – provide image for reflection of spiritual truths / Bible – read / spiritual guidance / crucifix – reminder of crucifixion / spiritual truths. |
| <b>Hinduism</b>     | Statue / image of deity – focus / reminds of virtues / scriptures – read / spiritual guidance.   |
| <b>Islam</b>        | Tasbi – beads / fed through fingers / names of Allah / Qur'an – read / spiritual guidance / Hadith – read / spiritual and practical guidance.  |
| <b>Judaism</b>      | Tallit – four corners and mitzva symbolism / prayer book – read / words of God / menorah / reminds of God's creation of world.   |
| <b>Sikhism</b>      | Gutka (contains words, hymns, prayers or Gurus), prayer beads, kirpan (sword used to prepare symbolic food or drink and in ceremonies), etc.   |

Award one mark for explaining use, and one for importance. Final mark is for development of previous point.

**(3 marks)**

**AO1**

**08 'People are not truly religious unless they worship with others.'**

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

**Target: Evaluation of claim that religious people should always worship with others**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate 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.
<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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

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

**Agree**

Religion is about worship, so has to be core practice and by worshipping with others it is done properly / community is important / injunction in some religions to worship corporately / idea of Jesus being wherever several are gathered in his name.

**Other views**

Could be there for the company not for the worship / no guarantee that you focus better when with others / worship is about intent not numbers.

**(6 marks)**

**AO2**

**08 Spelling, punctuation and grammar**

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

<b>High performance</b>	Candidates 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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Candidates 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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Candidates 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.	<i>(1 mark)</i>

### Question 3 Pilgrimage

**09 Explain why some places become places of pilgrimage.**

**Target: Understanding of why places are revered**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

Expect generic responses.

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

Links to founder or key people of faith / link to key events in the faith / link to miracle, and therefore wish for own miracle.

**(3 marks)**

**AO1**

**10 Explain what religious believers do as part of a pilgrimage they would undertake in each of two religions.**

**Target: Knowledge and understanding of the activities associated with pilgrimage in each of the two religions studied**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

Expect some generic responses to this question. Candidates might also speak about specific places and what takes place at those places. Where a candidate provides a wholly generic response, with no obvious religious distinctions, award up to Level 3 (3 marks).

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

<b>Buddhism</b>	Make offerings / prostrate / spend some time at the place / take part in an act of worship / consult with monks.
<b>Christianity</b>	Give donation / pray / consult with monk / priest at place / take part in act of worship / take part in re-enactment / buy souvenirs for future spiritual focus.
<b>Hinduism</b>	Give offerings / pray / read scripture / consult with priests / take part in act of worship / join a procession / bathe in river.
<b>Islam</b>	Pray / visit key places / wear white / throw stones at Pillars to represent rejecting devil / run between hills / make sacrifice / consult with imam.
<b>Judaism</b>	Pray / consult with rabbis / take part in an act of worship.
<b>Sikhism</b>	Pray / read Guru Granth Sahib, or hear it being read / consult granthis / eat in langar / bathe in pool.

**(6 marks)**

**AO1**



**11 'Pilgrimage is a very important form of worship.'**

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

**Target: Personal opinion regarding the value of pilgrimage**

<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.	3 marks

This will be a personal response to the issue.

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

Gives focus on aspect of faith / reminds of key events / people / requires great commitment / community aspect / can learn from others / experience can be life-changing / can be merit-making activity.

Costs a lot, and could do better things with money / can become more like a holiday and less a religious experience / important to whom?

**(3 marks)**

**AO2**

**12 'Places of pilgrimage are there just to make money.'**

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

**Target: Evaluation of claim that pilgrimage is about money**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate 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.
<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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

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

**Agree**

Lots of mementos available at a cost / expense of staying in these places / need for record of visit / no obvious subsidy / many non-religious people sell goods, clearly for profit.

**Other views**

No value can be put on the experience / expression of faith not wealth / religious origins prove this is wrong / people go for religious reasons, regardless of money issues.

**(6 marks)**

**AO2**

## 12 Spelling, punctuation and grammar

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

<b>High performance</b>	Candidates 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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Candidates 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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Candidates 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.	<i>(1 mark)</i>

**Question 4 Origins and Beliefs****13 Outline the major events in the life of the founder or prophet of one religion.****Target: Knowledge of the major events in lives of a founder of a religion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

<b>Buddhism</b>	Buddha – birth at Lumbini (footsteps, walking, speech, flowers), life of luxury / ascetic path / enlightenment / teaching path / death and nibbana.
<b>Christianity</b>	Birth in Bethlehem / temptations / baptism / miracles / teachings / crucifixion / resurrection / ascension.
<b>Hinduism</b>	Accept stories of Krishna, as well as human stories – Shankara – re-established supremacy of Hinduism over Buddhism / his theology is origins of Ramakrishna mission / Dav. Tagore – blended Hinduism and Christianity / Dayananda Sarasvati – formed Arya Samaj reform movement, which tried to return Hinduism to original practices / Ramakrishna – mystic / 'soul is God'.
<b>Islam</b>	Muhammad – loss of parents / marriage to Khadijah / first revelations / Hijrah / Makkan and Madinan phases / triumphal return to Makka.
<b>Judaism</b>	Abraham – covenant / sons / Moses – burning bush / escape from Egypt / wilderness leadership / Ten Commandments / Promised Land / David – king / temple / Noah – flood / covenant.
<b>Sikhism</b>	Guru Nanak (accept description of work of any other Guru) – early signs of being special / meeting with God / travels / Kartarpur – first Sikh community / setting up of langar / teachings in Adi Granth / or other guru, e.g. Guru Gobind Singh – khalsa.

**(6 marks)****AO1**

**14 Explain briefly one belief held by a religion different from the one used in 13.**

**Target: Knowledge and understanding of one of key beliefs of each of two religions**

The following lists are by no means exclusive, and any description of a belief may be credited if correct.

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

<b>Buddhism</b>	Three Marks of Existence / Four Noble Truths / Noble Eightfold Path / rebirth and karma.
<b>Christianity</b>	God / Trinity / Creeds / soul / Judgement Day and resurrection.
<b>Hinduism</b>	Karma, moksa and nibbana / atman / creation.
<b>Islam</b>	Tawhid / Risallah / Akhirah.
<b>Judaism</b>	God / soul / afterlife / creation.
<b>Sikhism</b>	God / karma and moksha / creation.

**(3 marks)**

**AO1**

**15 'It is better to focus on this life than the next.'**

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

**Target: Personal opinion regarding the relative importance of this life and the next**

<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.	3 marks

This will be a personal response to the issue.

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

Know this life exists / this life creates next if there is one.

If people only focus on next life, people waste opportunities in this one.

Short-sighted to look only at the present / future life in heaven or hell far more important, etc.

**(3 marks)**

**AO2**

## 16 'Belief in God is all that a person needs.'

**Do you agree? Give reasons for your answer, showing you have thought about more than one point of view.**

**Target: Evaluation of claim that belief in God fulfils all needs**

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate 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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

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

**Agree**

God is most important / religion provides support and comfort needed / religion provides guidance / religious people believe only God is incapable of letting us down.

**Other views**

Other needs: food, water, shelter, etc. / depends what is meant by 'need' / belief doesn't guarantee anything / what if a person's beliefs single them out for discrimination / persecution?

**(6 marks)**

**AO2**

## 16 Spelling, punctuation and grammar

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

<b>High performance</b>	Candidates 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>	Candidates 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>	Candidates 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)



## Question 5 Practices and Belonging

17 Choose a festival from one religion that you have studied.

Name the festival and explain briefly why the festival is celebrated

**Target: Knowledge and understanding of one religious festival**

Award one mark for naming a festival. Award additional marks for description of the reason(s) for the festival. Focus is on REASONS for festival, not how celebrated.

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

<b>Buddhism</b>	Wesak (birth, enlightenment and death of Buddha) / New Year (variously named – Songkran, O-Bon – new start).
<b>Christianity</b>	Christmas (birth of Jesus) / Good Friday (death of Jesus) / Easter (resurrection of Jesus).
<b>Hinduism</b>	Holi (spring festival) / Diwali (Story of Ramayana).
<b>Islam</b>	Eid ul Fitr (festival of fast-breaking) / Eid ul Adha (festival of sacrifice).
<b>Judaism</b>	Rosh Hashanah and Yom Kippur (New Year celebration and Day of Atonement) / Pesach (Passover of angel in Egypt, and subsequent freedom).
<b>Sikhism</b>	Baisakhi (setting up of Khalsa) / Diwali (release of Guru Hargovind).

**(3 marks)**

**AO1**

**18 Explain briefly the dietary (food) laws of each of the two religions.****Target: Knowledge of the dietary restrictions of each religion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

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

<b>Buddhism</b>	Encouragement to eat compassionately, i.e. not engage in causing suffering through food demand / strong vegetarian tradition for some Buddhists, particularly monks / entreatment to observe values of compassion and non-harming can be interpreted to mean vegetarianism, or not eating meat from certain types of farming / cooking.
<b>Christianity</b>	No food laws as such, but commonly custom to not eat (red) meat on Fridays in respect of Jesus' crucifixion / many give up meat for Lent / advice that food should be sourced from humanely farmed methods.
<b>Hinduism</b>	Many vegetarian / should not eat meat of cow (sacred animal) / many animals sacred, e.g. cow and monkey, and others from stories of Gods, which discourages meat-eating / reincarnation link to discourage meat-eating.
<b>Islam</b>	Prohibitions on unclean animals, e.g. pork, shellfish / animal must have been killed in halal way for it to be fit for Muslim consumption.
<b>Judaism</b>	Kashrut laws / meat / milk / only meat by shechitah killing / no blood / prohibited foods.
<b>Sikhism</b>	Strong vegetarian tradition / langar rules / no halal meat permitted.

**(6 marks)****AO1**

**19 ‘A funeral is the most important religious rite of passage.’**

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

**Target: Personal opinion regarding the relative importance of rites of passage**

<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.	3 marks

This will be a personal response to the issue. Candidates may choose to explain supremacy of one, or say that several have equal importance. Could speak from religious or non-religious perspective.

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

**Initiation**

Entry to faith / cleansing aspect / welcome to faith / acceptance by community / blessing from God / making of promises to God.

**Marriage**

Religious duty / blessing of union by God / public statement / life-long commitment / provides opportunity to have children.

**Funeral**

Moving on to next life / celebration of a life / community aspect / (re)union with God.

**(3 marks)**

**AO2**

**20 'The rules of a religion should always be followed.'**

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

**Target: Evaluation of claim that the rules of a religion should always be followed**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate 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.
<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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

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

**Agree**

No point following a religion if the rules aren't followed / rules are from God, so absolute / reward in heaven / Paradise.

**Other views**

What if they clash with laws of land / what if they are archaic / rules are written by people, so could be wrong / free will / living relatively to rules, not absolutely.

**(6 marks)**

**AO2**

**20 Spelling, punctuation and grammar**

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

<b>High performance</b>	Candidates 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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Candidates 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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Candidates 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.	<i>(1 mark)</i>

## Question 6 Religious Authority

21 Explain briefly the importance of leaders in religion.

**Target: Understanding of the importance of religious leaders**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

Lead community / provide advice / have much knowledge and training / have devoted life to faith / know the religious law / spokesperson / generally good people – role model.

Award one mark per reason, up to two maximum, with further marks for explanation and development.

**(3 marks)**

**AO1**

**22 Explain briefly the use of holy books in each of two religions.**

**Target: Knowledge and understanding of the use of holy books in each of the two religions studied**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

Expect some similarities to responses.

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

<b>Buddhism</b>	Study some passages or teachings of Buddha / listen to reading of scriptures / credit comment on little use of scriptures / meditate on teaching.
<b>Christianity</b>	Read passages / basis for sermon / prayers from it / processed at start in some denominations / blessings from it for marriage.
<b>Hinduism</b>	Reading is form of worship / telling stories at festivals / prayers from it.
<b>Islam</b>	Read / recite in prayer; sermon based on it / passages from Qur'an often decorate mosques to act as spiritual inspiration or focus for du'a.
<b>Judaism</b>	Processing Torah / readings from it (fixed) / prayers from it / provides laws to follow.
<b>Sikhism</b>	Processed into / out of gurdwara prayer hall / reading from it is central to act of worship / music based on teachings from Guru Granth Sahib / prayers from it.

Where a candidate provides a wholly generic response, award a maximum of three marks.

**(6 marks)**

**AO1**

**23** 'Religious leaders today should follow closely the teachings of the founder.'

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

**Target: Personal opinion regarding whether religious leaders should follow teachings closely**

<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.	3 marks

This will be a personal response to the issue.

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

Founders knew best / they were best example / their ideas often came from God directly so must be the true way.

May be false prophet / society has changed, so message needs to be interpreted / which founder / leader.

**(3 marks)**

**AO2**



**24 'Holy books are more important than religious leaders.'**

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

**Target: Evaluation of claim that holy books are more important than religious leaders**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate 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.
<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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	The candidate 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 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

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

**Agree**

Word of God / no mistakes / religious leaders can misinterpret holy books / can't always get to a religious leader / allows greater privacy.

**Other views**

Up-to-date / can explain in different ways, so easier to understand / more accessible (could be easier to get hold of religious leader than holy book / could speak in more straightforward way than book reads).

**(6 marks)**

**AO2**

**24 Spelling, punctuation and grammar**

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

<b>High performance</b>	Candidates 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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Candidates 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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Candidates 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.	<i>(1 mark)</i>

### Assessment Objectives Grids: GCSE Religious Studies Specification B Unit 6 Worship and Key Beliefs

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
01	3		Places of Worship	3
02	6		Places of Worship	6
03		3	Places of Worship	3
04		6	Places of Worship	6
05	6		Worship	6
06		3	Worship	3
07	3		Worship	3
08		6	Worship	6
09	6		Pilgrimage	6
10	3		Pilgrimage	3
11		3	Pilgrimage	3
12		6	Pilgrimage	6
13	6		Origins and Beliefs	6
14	3		Origins and Beliefs	3
15		3	Origins and Beliefs	3
16		6	Origins and Beliefs	6
17	3		Practices and Belonging	3
18	6		Practices and Belonging	6
19		3	Practices and Belonging	3
20		6	Practices and Belonging	6
21	3		Religious Authority	3
22	6		Religious Authority	6
23		3	Religious Authority	3
24		6	Religious Authority	6
<b>Total</b>	<b>36</b>	<b>36</b>		<b>72</b>
			<b>SPaG</b>	<b>4</b>
			<b>Total Marks</b>	<b>76</b>