



**General Certificate of Secondary Education
June 2013**

Religious Studies **40556**

Specification B

Unit 6 ***Worship and Key Beliefs***

Final

Mark Scheme

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

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.

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Methods of Marking

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

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

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

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

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

Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the six mark AO2 questions. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
Below threshold		(0 marks)

1 Places of Worship**01 Explain, using examples, how religious buildings are used.****Target: Knowledge and understanding of how places of worship are used**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

General: used for worship / meditation / teaching / rites of passage / social gatherings / activities for different age groups / personal reflection / seeking advice.

Buddhism Used for meditation / teaching / making offerings / holding social or community events / marking rites of passage / celebrating festivals.

Christianity Used for worship / teaching / communion (Mass, Eucharist) / holding social or community events / marking rites of passage / celebrating festivals / youth activities / outreach events / exhibitions.

Hinduism Used for worship / teaching / making offerings / holding social or community events / marking rites of passage / celebrating festivals.

Islam Used for prayer / the Friday sermon / teaching classes in Quran / Arabic / reading and studying / holding social or community events / marking rites of passage / celebrating festivals.

Judaism Used for worship / teaching / holding social or community events / marking rites of passage / celebrating festivals.

Sikhism Used for worship / teaching / langar / holding social or community events / marking rites of passage / celebrating festivals / Punjabi classes / singing kirtan.

If correct examples are given from two different religions which repeat the same points, credit them as simple points unless there is some separate development.

(4 marks) AO1

02 *'The inside of a religious building is more important than the outside.'*

What do you think? Explain your opinion.

Target: Evaluation of whether the inside of a place of worship is more important than the outside

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
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.	3 marks

Students may include some of the following points:

The inside is peaceful / has a worshipful atmosphere, so encourages people to meditate or think of God / the interior decoration, e.g. stained glass windows, teaches people about God / there are places to sit and be quiet / other furnishings inside have specific purposes to do with worship and / or rites of passage.

The outside is what will draw people to come and worship / attract new members to the community / portrays an image of the religion to the world outside / may have carvings and other features which are symbolic so can be equally as important as the inside, etc.

Two sided arguments are creditable but are not required.

(3 marks) AO2

03 *Give one symbol in each of two religions.*

Target: Knowledge of religious symbols in two religions

1 mark for a correct symbol in each of two religions.

Students may include some of the following points:

Buddhism Dharmachakra (wheel of eight spokes) / Lotus / Statues of Buddha.

Christianity Cross / Crucifix / Candles / Bread / Wine / spire.

Hinduism Aum (om) / Swastika / Rangoli pattern / Murti (image of the god / goddess).

Islam Crescent moon / five-pointed star / Designs on prayer mats / mihrab / calligraphy / dome.

Judaism Menorah / Star of David / Ner Tamid (everlasting light).

Sikhism Ik Onkar / Khanda / Kesh / Kirpan / Kangha / Kara / Kachera.

Credit the correct drawing of a symbol / symbols. Must be from two different religions.

(2 marks) AO1

04 Explain why there are symbols in religious buildings.

Target: Understanding of why there are symbols in a religious building

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

They remind people that the building is a place to think about God / of beliefs and teachings that are important in the religion / it is impossible / forbidden to draw pictures of God so symbols are used instead / they show the places where important events happen(ed) / credit examples of symbols and what they mean.

(3 marks) AO1

05 ***'It is wrong to spend large sums of money on religious buildings.'***

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

Target: Evaluation of the claim that large sums of money should not be spent on religious buildings

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

Students may include some of the following points:

Agree

People can worship just as well or even better at home / people can follow or listen to religious leaders via the media / God is everywhere not just in religious buildings / believers may live a long way from the nearest religious building / do not have time to go there when it is open / not required for some people in some religions, e.g. women in Islam / religious buildings can be inexpensive and simple / money can be better spent on helping the poor, etc.

Other views

Worshipping or meditating together in a community is better than on your own so going to place that is bigger than a house is desirable / religious buildings are also used for rites of passage, community and social events / they should go there to learn more about their religion / visiting a religious building would remind them that spirituality is important / in some religions men are required to meet for prayer / religions require maintenance otherwise they will not be comfortable / attractive, etc. / shows their devotion to God.

(6 marks) AO2

05 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

2 Worship

06 Explain, using examples, how aids to worship are used.

Target: Knowledge and understanding of how aids to worship are used

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

General: to focus the mind / to hold while praying / to remind the worshipper / a symbolic meaning

Buddhism Image of the Buddha, a candle or the sound of a gong are to help them focus in meditation / mala beads assist the chanting of mantras / prayer wheels or flags continue the prayer or mantra and increase the benefit of it / mandalas are a reminder of impermanence.

Christianity Rosary beads are held and counted to aid concentration on specific prayers (Hail Mary, Our Father, Glory Be) and the creed / crucifix, icons or statues are reminders of to whom they are praying / icons are “windows into heaven” / incense is a symbol of prayer ascending to heaven / candles are lit to represent Jesus, the Light of the World / bread and wine are eaten and drunk to represent the body and blood of Jesus.

Hinduism Fire of the arti lamp is for purification and receiving the blessings of God / incense in front of a murti (image of god) is to create a pleasant aroma / sound of a bell is to announce that a worshipper has come before God / holding mala beads helps chanting of a mantra / offerings of food, water, flowers are made to signify gratitude for their provision.

Islam Prayer mat ensures that the place where they pray is clean / may have a picture of the Ka’aba to remind them where they are facing / a compass or the mihrab at the mosque shows them the direction of Makkah / tasbe (prayer beads) help them to remember prayers or the names of Allah.

Judaism	Tallit is worn which has four tassels with knots to represent the 613 commands of God / tefillin contains scrolls with words from the Torah so that they are close to the heart and the mind (head) / yarmulke or kippah shows an awareness of God at all times / yad prevents fingers touching the holy words of the Torah scroll / mezuzah on the doorpost reminds them of the commands of God / touching it shows respect to God.
Sikhism	Waving a chauri over the open Granth shows that it is their Guru / covering it with rumallahs shows respect for the book / the ragis play musical instruments to assist the chanting of hymns or prayers / mala beads are held and counted to aid concentration when meditating.

Merely naming an aid to worship is not credit-worthy.

(4 marks) AO1

07 Name a leader of worship in each of two religions.

Target: Knowledge of leaders of worship in two religions

1 mark for naming a leader correctly in each of two religions.

Students may include some of the following points:

Buddhism	Bhikkhu (monk) / lama / Dalai Lama.
Christianity	Priest / vicar / minister / pastor / bishop / Pope.
Hinduism	Priest / brahmin / pandit.
Islam	Imam / sheikh.
Judaism	Rabbi / chazzan (cantor).
Sikhism	Granthi.

Credit the name of a leader known to the candidate providing they are given an appropriate title like “Rev”.

Credit answers that specify other roles in worship such as “director of music”, “leader of intercessions” or “worship leader”.

Must be from two different religions. Do not credit names of God, founders or prophets.

(2 marks) AO1

08 Explain why some religious believers prefer to worship at home.

Target: Understanding of why religious believers worship at home

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

They find it easier to concentrate at home / they may not be able to go anywhere else / God is everywhere so worshipping at home is no different / can worship at times when they are not busy / can spend longer without being interrupted / it is more personal.

(3 marks) AO1

09 ‘Worship is the most important part of a religious believer’s life.’

What do you think? Explain your opinion.

Target: Evaluation of whether worship is the most important part of a religious believer’s life

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
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.	3 marks

Students may include some of the following points:

Worship is about God / achieving nirvana so must be most important because nothing is more important than God / enlightenment / worship can be shown through all of life because everything can be done “for God” / being conscious of God at all times is the greatest spirituality for forgiveness / for giving thanks / for spiritual progress.

Obeying God and serving other people is more important / equally as important / worship on its own is hypocritical / have to earn a living so cannot pray / meditate all the time / other aspects of a religious life are just as important / the religious believer’s family / children / job, etc.

Two sided arguments are creditable but are not required.

(3 marks) AO2

10 **'Only religious believers should take part in worship.'**

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

Target: Evaluation of the claim that only religious believers should take part in worship

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

Students may include some of the following points:

Agree

To worship God you have to believe in him / others have not been taught the correct way to worship / only a committed person can worship so it is necessary to be religious / if anyone else wants to participate in worship they should become religious / if not, they would be hypocritical / just pretending, etc.

Other Views

Anyone can join in when others are worshipping / God accepts everyone / he would not turn anyone away even if they did not worship in the correct way / it would be discrimination not to allow someone to participate if they want to / even non-religious people pray / like to join in events such as rites of passage with their families, etc.

(6 marks) AO2

10 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

3 Pilgrimage

11 Describe one place of religious pilgrimage.

Target: Knowledge of one place of pilgrimage

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

A description of what Pilgrims do which is **specific** to the place of pilgrimage chosen is creditable.

Buddhism	At Lumbini – pool and two temples in a remote setting / Bodhi tree at Bodh Gaya – Mahabodhi Temple with 59 metre tower and image of the Buddha, many pilgrims in various coloured robes / temple at Kushinara – monasteries, huge burial mound, ruins of ancient stupas etc. Other sites may be described.
Christianity	At Bethlehem – Church of the Nativity over small cave marked with a star, Manger Square / in Jerusalem – Mount of Olives, Via Dolorosa, Church of the Holy Sepulchre, Garden Tomb / St Peter's in Rome and the great square overlooked by a balcony of the Vatican / the Grotto of the Holy Virgin at Lourdes with its cave and miraculous spring – sick pilgrims arriving in wheelchairs and ambulances etc.
Hinduism	The city of Varanasi on the River Ganges – the many temples, cremation sites, pilgrims / Rishikesh and Hardwar at the head of the Ganges with many ashrams and teaching centres / Prayag or Allahabad where the Rivers Ganges and Jumna meet – millions of pilgrims at Kumbh Mela / Mathura or Vrindabhan – pilgrim route around the city etc.
Islam	Sites of the Hajj – the Ka-aba in Makkah, as-Safa and al-Marwa / the plain of Arafat and Mount of Mercy / Mina and the three stone pillars / the mosque and tomb of Muhammad in Madinah / the Dome of the Rock (with a footprint preserved) and al-Aqsa mosques in Jerusalem etc.
Judaism	Israel itself and Jerusalem in particular / the memorial to victims of the Holocaust and 'righteous Gentiles' at Yad Vashem / the Western Wall (last remaining wall of the temple) where thousands of pilgrims pray / bar mitzvahs being celebrated etc.

Sikhism The Golden Temple in Amritsar with its tank (pool) / causeway / domed temple and takht (throne) for the Guru Granth Sahib, the other four Takhts, e.g. at Kartapur and at Goindwal.

No credit can be given for mentioning a famous person unless he / she is linked to a feature in the description of the place. Merely naming the place is not credit-worthy.

(4 marks) AO1

12 Give one key event which happened at a place of pilgrimage in each of two religions.

Target: Knowledge of the key events linked to places of pilgrimage in two religions

1 mark for a correct event in each of two religions.

Students may include some of the following points:

Buddhism Siddhartha Gautama (the Buddha) was born / reached enlightenment (nibbana, nirvana) / preached his first sermon / died (achieved parinibbana, parinirvana).

Christianity Jesus was born / crucified / buried / rose from the dead / St. Bernadette saw the Virgin Mary / St. Peter was martyred and buried / the Pope has made speeches to the whole world.

Hinduism Ganga (Ganges) fell from heaven on Shiva's head / part of Saki's burnt body (Shiva's first wife) fell to earth / Krishna was born played tricks / danced with the gopis / fought with demons.

Islam Muhammad was born / cleansed the Ka'aba / performed first Hajj / gave last sermon / Ibrahim and Ishmael built the Ka'aba for worship of God / Ibrahim resisted temptations to disobey God / Hagar ran to and fro until the angel showed her a spring of water.

Judaism Solomon built the first Temple / destruction of the Temple / later temples were built and destroyed.

Sikhism Kartapur ("city of God") established by Guru Nanak / where he died / the dispute over his body / Goindval established by Guru Amar Das / constructed a pool for bathing with 84 steps / Guru Ram Das established Amritsar / built the Golden Temple and dug the pool for bathing.

Must be from two different religions.

(2 marks) AO1

13 Explain why religious believers remember important people from their religion's history when they go on pilgrimage.

Target: Understanding of why religious believers remember important people from their religion's history when they go on pilgrimage

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Certain people from the history of a religion are linked to places of pilgrimage / pilgrims remember them so they learn more about them / follow their example in their own lives / credit examples of people linked to places of pilgrimage with the reasons they are important

(3 marks) AO1

14 'Remembering a religious event is more important than going to the place where it happened.'

What do you think? Explain your opinion.

Target: Evaluation of whether remembering the people linked to a place of pilgrimage is more important than going there

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
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.	3 marks

Students may include some of the following points:

God is everywhere so the place does not matter to him / remembering a special event can be part of a festival / you can learn about the events from religious teaching / reading a holy book without going to the place where they were or they happened / the events are important, not the place.

Places of pilgrimage are holy / special / just being there is a benefit / it requires determination to get to the place and this is what pleases God / benefits the pilgrim / it is a more vivid way of remembering the event than reading about it, etc.

Two sided arguments are creditable but are not required.

(3 marks) AO2

15 ***'Pilgrimages were more important in the past than they are now.'***

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

Target: Evaluation of the claim that pilgrimages were more important in the past than they are now

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

Students may include some of the following points:

Agree

In the past going to a place was the only way you could see it / video and other media mean you can now see and experience places without going there / travel is more expensive now and the money could be used in better ways / more environmentally friendly to stay at home and pray / some people do not believe in miracles anymore / do not see the importance of pilgrimage / see it as similar to a holiday, etc.

Other Views

Making a journey to a place of pilgrimage and arriving there is a unique experience / nothing can replace it / God has commanded it (e.g. in Islam) so it is still important / people who return from pilgrimage are still given special respect / it provides an important link with the history of the religion which is even more important now / getting away from a busy life and spending time at a place of pilgrimage is necessary for many to re-connect with God / spirituality, etc.

(6 marks) AO2

15 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

4 Origins and Beliefs

16 Describe the key events in the life of one prophet or founder of religion.

Target: Knowledge and understanding of the life of a founder or prophet in one religion

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

- Buddhism** Siddhartha Gautama (the Buddha) – birth at Lumbini (footsteps, walking, speech, flowers), life of luxury / the Four Sights / ascetic path / enlightenment / teaching path / death and nibbana.
- Christianity** Jesus – birth in Bethlehem / baptism / temptation / miracles / teaching / crucifixion / resurrection / ascension. Credit Old Testament prophets and John the Baptist as long as details of their lives are included.
- Hinduism** Accept stories of Krishna or Rama, as well as holy men such as Shankara, Dayananda Sarasvati or Ramakrishna. Credit the point that Hinduism has no founder.
- Islam** Muhammad – loss of parents / marriage to Khadijah / first revelations / Hijrah / Makkan and Madinan phases / triumphal return to Makkah. Credit other prophets like Ibrahim, Musa and Isa (Jesus) as long as details of their lives are included.
- Judaism** Abraham – covenant with God / his sons / near sacrifice of Isaac Moses – burning bush / escape from Egypt / Ten Commandments. Credit prophets like Samuel, Elijah or Daniel as long as details of their lives are included.
- Sikhism** Guru Nanak – early life / meeting with God / travels / first Sikh community at Kartapur / setting up of langar / teachings in Adi Granth Credit any other Guru, e.g. Guru Gobind Singh (Baisakhi) as long as details of their lives are included.

A name with no description of the person's life should not be credited.

(4 marks) AO1

17 *‘Prophets and founders are the most important people in a religion.’*

What do you think? Explain your opinion.

Target: Evaluation of whether prophets and founders are the most important people in a religion

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
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.	3 marks

Students may include some of the following points:

Prophets and founders give the most important teachings / beliefs of a religion / their example is the best one to follow if you want to please God / reach nibbana (nirvana) / everyone else, including current religious leaders, looks up to them.

Prophets and founders are human beings like everyone else / God is more important than they are / some of them specifically commanded their followers not to worship them / people like priests, saints, youth leaders, ‘ordinary’ worshippers are just as important, etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

18 *Explain why believing in God is important for most religious people.*

Target: Understanding of why it is important for most religious believers to believe in God

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

God created them / ultimate reality / giver of laws (commandments) / loves them / forgives them / God as judge / sends prophets / gurus / guides them through the holy book / without God the rest of religion makes no sense / gives their lives a purpose and meaning.

(3 marks) AO1

19 Give one belief about the afterlife in each of two religions.

Target: Knowledge of one belief about the afterlife in two religions

1 mark for a correct belief in each of two religions.

Students may include some of the following points:

Buddhism	No permanent soul / samsara / karma / nibbana (nirvana).
Christianity	Soul / resurrection / Day of Judgement / heaven / hell / purgatory.
Hinduism	Atman / samsara / karma / reincarnation / moksha.
Islam	Soul / resurrection / Day of Judgement / Paradise / Hell.
Judaism	Soul / Sheol / resurrection / Day of Judgement.
Sikhism	Atman / samsara / karma / reincarnation / mukti.

Students are not required to name the two religions. If the same belief is found in more than one religion, they may simply repeat it to gain two marks.

(2 marks) AO1

20 **'This life is more important than the afterlife.'**

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

Target: Evaluation of the claim that this life is more important than the afterlife

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

Students may include some of the following points:

Agree

This life is real / afterlife may not be / God will judge people on how they live now / people get karma from actions they do in this life / they affect other people for good or ill / they can be forgiven now / afterlife is too late to repent / religious people who only think about the afterlife, miss the opportunity to change this world for the better, etc.

Other Views

Afterlife lasts for eternity / holds the possibility of nibbana / moksha / mukti / gives purpose to this life so is more / just as important / is more real / what a person believes about the afterlife affects how they live now / believing in an afterlife means they will be careful how they behave, etc.

(6 marks) AO2

20 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

5 Practices and Belonging

21 *Explain the importance of marriage for religious believers.*

Target: Understanding of the importance of marriage for religious believers

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks

Students may include some of the following points:

Marriage is a bond of love between two people / brings two families together / is the right context for sex / may lead to children / a necessary part of continuing the religion / shows commitment / provides you with a companion for life / in Christianity is a sacrament / symbol of Christ's love for the Church.

(3 marks) AO1

22 *Explain, using examples, how religious believers pray or meditate.*

Target: Knowledge and understanding of how religious believers pray or meditate

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Buddhism Meditate by focusing on an object or breathing / adopt 'lotus position' / remain still / chant mantra / prostrate.

- Christianity** Repeat or read prayers / sing songs of worship / make intercessions (petitions, requests) / confess sins / thank God / kneel / put hands together / raise hands.
- Hinduism** Recite mantras / perform yoga / sing bhajans / repeat ‘Om’.
- Islam** Repeat actions and words of the rakah / recite adhan / declare intention to pray / kneel / prostrate / turn head right and left / add personal requests (dua) / repeat the names of Allah.
- Judaism** Repeat or read prayers and blessings / chant / put on tefillin and tallit.
- Sikhism** Repeat or read prayers / sing kirtans / repeat God’s name.

Allow comments on either prayer or meditation or a mixture of both.

(4 marks) AO1

23 ‘Prayer and meditation are a waste of time.’

What do you think? Explain your opinion.

Target: Evaluation of whether prayer and meditation are a waste of time

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
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.	3 marks

Students may include some of the following points:

Prayer and meditation take up many hours / they achieve nothing because God / nibbana (nirvana) is not real / God does not answer prayers / does not care how much people pray / time could be better spent working for a charity / helping people.

They are not a waste of time because God is pleased with the commitment they show / they achieve peace of mind / prayers are sometimes answered / always heard / meditation results in good karma / achieves a better reincarnation / brings nibbana (nirvana) closer / can have other benefits like relaxation, etc.

Two sided arguments are creditable but are not required.

(3 marks) AO2

24 Give a dietary law (food law) in each of two religions.

Target: Knowledge of dietary laws in two religions

1 mark for a correct answer in each of two religions.

Buddhism	Forbidden to eat any animal they have killed themselves / monks also forbidden to eat boar, dog, elephant, horse, hyena, lion, snake and tiger.
Christianity	Credit the answer that no foods are forbidden / some observe no meat on Friday.
Hinduism	Forbidden to eat beef, camel, crab, duck, pork and snail.
Islam	Forbidden to eat pork / meat with blood still in it / carrion / only halal meat is permitted / no alcohol.
Judaism	Forbidden to eat pork / any unclean animal (does not have a split hoof or chew the cud) / meat with blood in it / meat and milk products in the same meal / seafood without fins or scales / birds of prey / only kosher food allowed.
Sikhism	Khalsa Sikhs forbidden to eat meat that has been killed in a religious ceremony, including halal and kosher meat.

Students are not required to name the religion. If the same dietary law is found in two religions, they may simply repeat it to gain two marks.

(2 marks) AO1

25 **'People who do not keep the rules of their religion should be punished.'**

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

Target: Evaluation of the claim that people who disobey the rules of their religion should be punished

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

Students may include some of the following points:

Agree

Breaking the rules causes harm to others / goes against the community so should be punished / believers should set a good example for those outside the religion / punishing them will show everyone the rules are important / they are God's rules so he will punish / bad actions will bring bad karma so atman will suffer consequences in afterlife / credit examples of rules and punishments for breaking them, etc.

Other Views

The rules of a religion are not important / only breaking the law of the land should be punished / people may repent and be forgiven / may not realise they have broken a religious rule / religions include different views about rules, e.g. on drinking alcohol, so some believers may believe they have not broken a rule / going on about rules is too negative / no one is perfect, etc.

(6 marks) AO2

25 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

6 Authority**26 Explain, using examples, how holy books are used.****Target: Knowledge and understanding of how a holy book is used in one religion**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Buddhism	Study / put into practice teachings of Buddha / learn them by heart / listen to reading of scriptures / meditate on teaching / monks copy them by hand / dispose of them carefully when unusable.
Christianity	Individuals read Bible to hear God speak / read in church / used in rites of passage / placed on lectern / explained in sermons / quoted in advice / translated into hundreds of languages / put into practice.
Hinduism	Brahmins learn Vedas by heart / recite them in ceremonies / used in teaching the religion / re-enact stories at festivals / put into practice / disposed of respectfully.
Islam	Placed on stand to read / wash before touching / covered when not being used / studied / taught by imam / learnt by heart / recited in Arabic / quotations decorate mosques / disposed of respectfully.
Judaism	Kept in the Ark / covered in mantle and ornaments / carried in procession / use yad to follow words / laws are put into practice / read in Hebrew / copied meticulously / disposed of respectfully.
Sikhism	Opened on takht under canopy / chauri waved over it / covered by rumallahs / carried above head in procession / stored on bed in room of its own / recited or chanted by ragis and granthi / used in teaching.

(4 marks) AO1

27 *'Holy books should only be interpreted by religious leaders.'*

What do you think? Explain your opinion.

Target: Evaluation of whether holy books should be interpreted only by religious leaders

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
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.	3 marks

Students may include some of the following points:

The holy book is God's Word so only trained people should interpret it / interpretation must be the same for all time / if other people interpret it how they want there is confusion and division / would allow new ideas to spoil the pure religion / examples of unorthodox interpretations which have changed the religion.

Not allowing people to interpret it for themselves makes the holy book less accessible / unchanging interpretation may not fit with what is needed in the modern world / religious leaders could be biased, e.g. against women / may not allow new discoveries to be taken into account, etc.

Two sided arguments are creditable but are not required.

(3 marks) AO2

28 *Name a founder or prophet in each of two religions.*

Target: Knowledge of founders or prophets in two religions

1 mark for a correct answer in each of two religions.

Students may include some of the following points:

Buddhism Siddhartha Gautama / the Buddha

Christianity Jesus Christ / John the Baptist / credit Old Testament prophets.

Hinduism Krishna / Rama / holy men such as Shankara, Dayananda Sarasvati or Ramakrishna / credit the point that Hinduism has no founder.

Islam Muhammad / Ibrahim / Musa / Dawud / Isa (Jesus).

Judaism Abraham / Moses / Elijah / Isaiah / Jeremiah / Ezekiel / Daniel.

Sikhism Guru Nanak / Guru Gobind Singh / any of the ten Gurus.

(2 marks) AO1

29 Explain why religious believers learn about the tradition of their religion.

Target: Understanding of why religious believers learn about the tradition of their religion

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

The tradition tells them how the first believers / followers (and subsequent generations) put the religion into practice / this is how believers today should follow the religion / tells them how to pray / worship / meditate / what festivals to celebrate / how to carry out rites of passage / who the leaders should be / how to choose them.

(3 marks) AO1

30 **'Anyone can be a leader in a religious community.'**

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

Target: Evaluation of the claim that anyone can be a leader in a religious community

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

Students may include some of the following points:

Agree

Anyone who wants to be a religious leader can be trained to be one / men and women are equal in God's sight so either can be leaders / in the past God chose people to be leaders who were surprising / famous religious leaders had humble beginnings so no one should be excluded, etc.

Other Views

Leaders are required to have certain qualifications / must set a good example / should be respected by the community / must be able to teach the religion to others / interpret the holy book(s) / should be appointed by existing leaders / elected by the congregation / display the right gifts / be able to get on with people, etc.

(6 marks) AO2

30 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>