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**GCSE**

**Religious Studies B**

Unit 6 / 40556 Worship and Key Beliefs

Mark scheme

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4055

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Version/Stage: 1: Final

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

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

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

## Methods of Marking

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

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

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## Levels of Response Marking

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

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

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

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

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

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

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

## Assessment of Quality of Written Communication

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

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

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

### Assessment of Spelling Punctuation and Grammar

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

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

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

**1 Places of Worship**

**01 Explain why some religious believers spend a lot of money on places of worship.**

**Target: Understanding of why religions spend a lot of money on places of worship**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</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.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

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

**[4 marks] AO1**

**02 Give one religious belief that might influence the exterior design of a religious building.**

**Target: Knowledge of a religious belief that might influence a religious building's exterior design**

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

**Buddhism** The pinnacle on top of a stupa symbolises the belief that enlightenment is the most important goal that all Buddhists seek.

**Christianity** Churches are built in the shape of a cross because of the belief that Jesus died on a cross.

**Hinduism** The pyramid or tower above some Hindu temples is covered with many carvings of gods and goddesses which Hindus believe are aspects of Brahman.

**Islam** The dome of a mosque reminds Muslims of the universe which they believe was created by Allah.

**Judaism** The menorah is often part of the design of the synagogue and reminds Jews of the belief that God created the universe in six days and rested on the seventh.

**Sikhism** There are four doors at the four points of the compass into a purpose-built gurdwara. The belief that humans should seek peace, learning, livelihood and grace is symbolised by these doors.

1 mark for a single correct point. Those above are only exemplars. Credit any accurate example. Credit any belief which is linked to the appearance of the building.

**[1 mark] AO1**

**03 'Religious buildings should be places for all the community to meet.'****What do you think? Explain your opinion.****Target: Evaluation of whether religious buildings should be places for all the community to meet**

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

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

All religions want to be a good influence in their communities so should open their buildings to everyone / they provide peaceful places for everyone to benefit / venues for community events / when rites of passage or festivals are celebrated everyone is welcomed / some want to attract new people into joining the religion, etc.

Religious buildings are mainly for worship and this will be spoiled if “outsiders” are allowed in / they will not know how to behave appropriately / the building will cease to be special and become just a community centre / it could be damaged by accident or intentionally / it will cost more to maintain, etc.

Accept answers which focus on ‘places for all the religious community to meet together’.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**04 Describe briefly one main feature inside a place of worship in each of two religions.**

**Target: Knowledge of one main feature inside a place of worship in each of two religions**

Award up to two marks for each religion. The description of only **one** feature in **each** religion should be credited. If the feature is described correctly but wrongly named, credit the correct material. The name of the feature on its own is not creditworthy.

1 mark for a superficial answer or a single point.  
2 marks for a developed answer.

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

- |                     |  |
|---------------------|--|
| <b>Buddhism</b>     | The statue of the Buddha in a prominent position / with his hands making specific gestures (mudras) / next to a tray of flowers / incense sticks burning. Other features such as thangkhas may be explained instead, etc.  |
| <b>Christianity</b> | The altar, pulpit, lectern, font (or baptismal pool) may be explained (one only). Stained glass windows, icons, statues, the stations of the cross, the tabernacle, musical instruments, etc.  |
| <b>Hinduism</b>     | The central image (murti) of the deity may be explained. The development could be that it is dressed in rich clothing / in a shrine under a canopy / surrounded by offerings. Other features such as the bell, the arti lamp, incense holders may be explained instead, etc. |
| <b>Islam</b>        | A feature such as the mihrab (qiblah wall) or the minbar (pulpit) may be explained (one only). Calligraphy or intricate patterns on the walls, along with reasons for them. The washrooms or pool for wudu, etc.   |
| <b>Judaism</b>      | The ner tamid (eternal light), the ark, the bimah, or the women's gallery may be explained (one only). The scrolls, the symbols of menorah or Star of David, or a depiction of the Ten Commandments, etc.  |

**Sikhism**

The Guru Granth Sahib may be explained. Development could be that it is on a raised platform (takht) / under a canopy (palki) / with a chauri (whisk) for waving over it / surrounded by rumallas (silks). The langar / the pictures of the Gurus or the musical instruments, etc.

**[4 marks] AO1**

**05 ‘The decoration inside religious buildings helps people who want to worship.’**

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

**Target: Evaluation of whether the decoration in religious buildings helps people who want to worship**

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

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

The decoration of religious buildings enhances the worship / makes the building beautiful / has symbolic meaning / without the decoration, the building would lose its atmosphere or inspiration/ aspects of decoration, eg stained glass windows, religious symbols, pictures etc., are a specific help to worshippers / credit examples of such. On special occasions, eg festivals, the addition of lights, tinsel, Christmas trees is a sign of celebration / they will encourage people to worship, etc.

**Other views**

Worship is between a believer and God so the decoration of the building is irrelevant and may distract someone who wants to worship / the symbols around the building may not have any meaning for the person who is trying to worship / they get in the way. Stained glass windows / pictures of Gurus / carvings of deities do not communicate with people today so are more of a hindrance than a help / could even be viewed as temptations to idolatry, etc.

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

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

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

**2 Worship****06 ‘Praying is the most important part of worship.’****What do you think? Explain your opinion.****Target: Evaluation of whether praying is the most important part 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 with slight development of one.	3 marks

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

Praying is direct communication with God so is the most important thing someone can do when they worship / is part of almost every act of worship / is commanded in some religions eg Islam / can be done by someone on their own or in a group, large or small / is done for the benefit of other people not just the person who is praying / different types of prayer eg thanksgiving, intercessory, etc.

Not everyone can pray / they don't know how to / they prefer to meditate instead / they make an offering, take bread and wine or light incense. Credit suggestions of other parts of worship which are more / just as important, eg reading the Torah / Guru Granth Sahib / singing, sermon, etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**07 Describe briefly an act of worship a religious believer might perform at home in each of two religions.**

**Target: Knowledge of an act of worship a religious believer might perform at home in two religions**

Award up to two marks for each religion.

The name of the act of worship on its own is not creditworthy.

Credit a description of only **one** act of worship in **each** religion but this may involve more than one element as below.

1 mark for a superficial answer or a single point.

2 marks for a developed answer.

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

**Buddhism** Reciting the Three Refuges and Five Precepts / lighting incense or making offerings in front of the Buddha image / praying for a long life, success or a good rebirth / different kinds of meditation / reading or reciting from suttas (scriptures), etc. Each of these is an act of worship.

**Christianity** Spending a “quiet time” alone with God which could include reading the Bible / praying. Family devotions which could include parents teaching and praying with their children. Reciting a prayer at bedtime / saying Grace before a meal / saying the rosary / praying in front of an icon / using a candle while praying or meditating, singing or listening to worship songs or hymns, etc. Each of these is an act of worship.

**Hinduism** Bathing him / herself / offering fire / performing puja at the family shrine which could include offering incense, flowers, fruit etc. to the murti (image) / reciting a mantra and / or meditating on their own / doing the same with other members of the family / reading the Vedas or studying a guru’s teaching, etc. Each of these is an act of worship.

**Islam** Prayer which includes performing wudu (washing), reciting Niyyah (intent) praying the rak’ahs either on their own or with the family / reading and / or studying the Qur’an / parents teaching their children to pray and telling them stories from the Qur’an or Hadith, etc. Each of these is an act of worship.

**Judaism** Observing Shabbat with the family which includes making preparations, lighting the candles, reciting the blessings, eating together, ending Shabbat with the Havdalah ceremony / putting on the tefillin and tallit / reciting the Shema / praying either on their own or with the family, etc. Each of these is an act of worship.

**Sikhism** Getting up early to bathe, then meditating on the name of God (Nam simran) / reading or singing from the gutka / reading the entire Guru Granth Sahib in stages on special occasions / parents teaching their children to recite morning, evening and night prayers, etc. Each of these is an act of worship.

**(4 marks) AO1**

**08 Explain why worship is important in the lives of religious believers.**

**Target: Understanding of why worship is important in the lives of religious believers**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

Worship is important because it reminds them that God is at the centre of their lives / helps them to focus on God or the goal of enlightenment / to become closer to God or their goal. It gives them comfort or peace (stillness) in the middle of a stressful or busy day / enables them to receive forgiveness / to make requests, etc. that are relevant to their everyday existence. It is commanded by God / necessary for gaining good karma / will be rewarded in the afterlife / it is a response to feelings of awe and wonder / a way of expressing spirituality, etc.

Credit any examples which show these principles, etc.

**[4 marks] AO1**

**09 Give one reason why some religious believers have a special day of the week for community worship.**

**Target: Knowledge of why some religious believers have a special day of the week for community worship**

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

**General points**

Some religious believers do not have time to worship every day so choose the day which is traditional in their religion. They go to a place of worship so they can worship along with other believers. Some religions do not have a set day for worship each week but there are special days, eg to mark a festival, when they make a point of going to a place of worship. Credit reasons that are specific to the circumstances of the religious believer.

**Buddhism** Credit the point that there is no set day of worship for Buddhists. They may make a special visit to a stupa or monastery on a festival day.

**Christianity** Sunday is the most common day for worship because it is the day Jesus rose again and (later) the Holy Spirit came at Pentecost.

**Hinduism** Every day is a day of worship for Hindus because they are not required to go to a temple. Most perform puja at home at least once a day.

**Islam** There are special prayers in a mosque on Fridays because Allah created Adam on Friday and prayer is more rewarding on this day.

**Judaism** Shabbat (Sabbath) is on Saturday because it is the seventh day when God rested after he created the world and the Torah commands it.

**Sikhism** Credit the point that there is no set day for worship because every day is holy. In practice most British Sikhs go to the gurdwara on Sundays.

1 mark for a single point.

**[1 mark] AO1**

**10 ‘Worship in a religious building should have a trained leader.’**

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

**Target: Evaluation of whether worship in a religious building should have a trained leader**

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

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

**Agree**

Some acts of worship, eg Mass and some puja ceremonies, require a trained leader. Without a trained leader the congregation would not know what to do / the worship would not follow the proper order / would not honour God properly. Reading the holy book and teaching the congregation are important parts of worship but without someone who knows the language of the holy book and can explain it, they could not happen, etc.

**Other views**

People can worship on their own in a religious building so can do so without a leader like they do at home / a trained leader may not be available so someone else may have to lead the worship / meditation and prayers are forms of worship which do not require a leader of any kind / believers can read the holy book for themselves if they know the language, etc.

Credit discussion about ‘trained’ and ‘untrained’ leader eg clergy and laity.  
Cap at Level 4 if no discussion of training.

**[6 marks] AO2**

**10 Spelling, punctuation and grammar**

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

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

### 3 Pilgrimage

- 11 Explain briefly a different reason in each of two religions why people go on a pilgrimage.

**Target: Understanding of why people go on a pilgrimage in each of two religions**

Award up to two marks for each religion.

1 mark for a superficial answer or a single point.

2 marks for a developed answer.

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

In some religions, believers have to go on pilgrimage because God commands it, to have their sins forgiven, or to gain merit / many people today are looking for spiritual meaning even if they are not religious so they go to places of pilgrimage for inspiration / they are hoping for a life-changing experience / some pilgrimage places have a reputation for miracles so people may be hoping to see or experience one / others are of great historical interest so attract people, etc.

Reference is likely to be made to particular places and reasons for going to them that are specific to them (see below).

<b>Buddhism</b>	They go to Bodhgaya because it is where the Buddha achieved enlightenment under the bodhi tree / they gain merit / they seek to follow the Buddha's example. Credit reasons for other places of pilgrimage.
<b>Christianity</b>	They go to Jerusalem because it is where Jesus ate the Last Supper, was arrested, tried, executed and resurrected / they want to thank him / be inspired. Credit reasons for other places of pilgrimage.
<b>Hinduism</b>	They go to Varanasi because it is associated with the god Shiva and the goddess Ganga (Ganges) / they want to be cleansed / to meet religious teachers and talk to them. Credit reasons for other places of pilgrimage.
<b>Islam</b>	They go to Makkah because it is one of the Five Pillars / they want to pray at the Ka'aba / to have their sins forgiven on the Plain of Arafat / to see places where Muhammad walked. Credit reasons for other specific sites of the Hajj.
<b>Judaism</b>	They go to the Western Wall because it is last remaining part of the Temple in Jerusalem / to leave their prayers in the wall / to hold a bar mitzvah. Credit reasons for other places of pilgrimage.
<b>Sikhism</b>	They go to the Golden Temple (Harmandir Sahib) in Amritsar because it was built by Guru Ramdas / they want to bathe in the tank / to visit the Akal Takht (Headquarters of Sikhism). Credit reasons for other places of pilgrimage.

**[4 marks] AO1**

**12 Give one religious symbol or symbolic action connected with a place of pilgrimage.**

**Target: Knowledge of a religious symbol or symbolic action connected with a place of pilgrimage**

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

- |                     |   |
|---------------------|---|
| <b>Buddhism</b>     | A statue of the Buddha such as the one at Bodh Gaya, a symbol of the enlightenment each pilgrim hopes to achieve one day. Prostrating full length. Stupas like the tooth of the Buddha in Kandy / prayer wheels, etc.   |
| <b>Christianity</b> | The silver star on the floor of the grotto in Bethlehem which represents the place Jesus was born / kissing this star. The crosses carried by pilgrims along the Via Dolorosa, symbols of Jesus' death. The statue of Mary in Lourdes, symbol of the mother of Jesus who appeared to Bernadette, etc.                                 |
| <b>Hinduism</b>     | Images of Shiva at Varanasi, symbols of the god who brought the Ganges to earth. Bathing the Ganges. Images of Krishna in Mathura, representing the god Vishnu who came to earth as Krishna to save us, etc.  |
| <b>Islam</b>        | In Makkah, the white robes of the pilgrims, symbols of purity and equality / putting on these robes. The Ka'aba, called "The House of God" / kissing or touching the black stone. The stone pillars at Mina which represent the devil / throwing stones at these, etc.  |
| <b>Judaism</b>      | In Jerusalem, the Western Wall which represents the Temple destroyed by the Romans / placing rolls of paper inscribed with prayers into the cracks. The Ark containing the scrolls in this wall, a reminder of the Ark of the Covenant in the Temple. In Yad Vashem the candles standing for the lives of the Holocaust victims, etc. |
| <b>Sikhism</b>      | At Amritsar the single path leading to the Golden Temple which means everyone must approach God the same way. The four entrances symbolising that all are welcome from every caste or creed. The architecture of the Temple symbolises the unity between Hinduism and Islam. Bathing in the pool, etc.                                |

**Credit any of the standard symbols of the six religions in this unit.**

1 mark for a single point.

**[1 mark] AO1**

**13 Explain how a person might be changed by going on a pilgrimage.****Target: Understanding of how a person might be changed by going on a pilgrimage**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

He or she might be healed from an illness / have his or her mind set at ease by visiting a peaceful place / be motivated to devote his or her life to prayer or meditation / sharing their faith with others / have his or her faith strengthened by experiencing places linked with important events in the history of the religion / by meeting and sharing this experience with followers of the religion from all over the world / by believing in the religion for the first time / having a religious experience, eg an encounter with God / they might experience doubts about the religion due to commercialism of the place / their disappointment with the experiences, etc.

**[4 marks] AO1**

**14 'People should not expect miracles to happen at places of pilgrimage.'****What do you think? Explain your opinion.****Target: Evaluation of whether people should expect miracles to happen at places of pilgrimage**

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

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

When people go on pilgrimage they should expect to worship together with other pilgrims / to see a place which is important in the history of their religion so they can be inspired by the person or people connected to it. Most places of pilgrimage do not have miracles so people should not expect them / they are just stories / they will only be disappointed, etc.

In some places of pilgrimage miracles are important / they are part of the story which made the place important and they even happen today / credit examples of both. People who believe in the power of God should expect miraculous events / if they do not pray for them they will never know if they would have happened or not, etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

## 15 'It isn't worth going on a pilgrimage as it costs too much.'

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

**Target: Evaluation of whether is it worth going on a pilgrimage because it cost too much**

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

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

**Agree**

The cost of travel has increased so the journey is now very expensive / those on low incomes will have to spend more than they can afford getting there / however good the pilgrimage is it cannot be worth it. Travel companies want to make money out of organising pilgrimage tours with the result that many people cannot afford to go / do not consider it worth going / there are more worthwhile ways to spend the money, etc.

**Other views**

The benefits, eg in the afterlife, are so great the pilgrimage will be worth any amount of money / the value of what people could gain in terms of insight, inspiration and faith will outweigh the costs. Some are local pilgrimages so are not expensive so go on. In Islam you are not required to go to Makkah unless you can afford it, etc.

**[6 marks] AO2**

**15 Spelling, punctuation and grammar**

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

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

**4 Origins and Beliefs****16 Explain why the basic beliefs of a religion are important to a religious believer.**

**Target: Understanding of why the basic beliefs of a religion are important to a religious believer**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

They are important because if they did not believe them, they could not be followers of the religion / they are what separate one religion from another / they tell them what God is like and what to expect after they die / they base their lives on this information. They are important because they are in the holy books of their religion and were the teaching of the religion's founder and / or prophets / they believe they are true / they base their lives on them / they motivate them to follow the religion, etc.

Credit answers which merely explain some of the basic beliefs but only up to a maximum of level 2.

**[4 marks] AO1**

**17 Describe briefly one main event in the life of a founder or prophet in each of two religions.**

**Target: Knowledge of one main event in the life of a founder or prophet in two religions**

Award up to two marks for each religion.

If the event is correctly described but the founder or prophet is wrongly named, credit the correct material.

Credit **one** event in **each** religion. An event could consist of more than one closely related happenings.

1 mark for a superficial answer or a single point.

2 marks for a developed answer.

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

**Buddhism** In the life of the Buddha: his miraculous birth / the Four Sights / his leaving the palace / his enlightenment / his first teaching / his death, etc. Each of these is one event.

**Christianity** In the life of Jesus: his miraculous birth / his baptism / one of the miracles / his entry into Jerusalem / his Last Supper / his crucifixion and his resurrection / his ascension, etc. Each of these is one event. Credit the description of a main event in the life of a prophet.

**Hinduism** Accept answers that refer to Rama / Krishna / Shankara / Vivekananda, etc.

**Islam** In the life of Muhammad: his encounter with Bahira / the first revelation in the cave / his rejection by Makkah / his journey to Madinah / march into Makkah in triumph, etc. Each of these is one event. Credit the description of a main event in the life of another prophet.

**Judaism** In the life of Abraham: his journey to Canaan / the birth of Isaac / his obedience when God asked him to sacrifice his son. In the life of Moses his protection as a baby / the burning bush / the exodus from Egypt, etc. Each of these is one event. Credit the description of a main event in the life of a prophet.

**Sikhism** In the life of Nanak: his disappearance at the river / his journey to Makkah / the beginning of the langar / stories about his teaching, etc. Credit the description of a main event in the life of a prophet. Credit the description of a main event in the life of another Guru.

[4 marks] AO1

18 'No one can know what the afterlife will be like.'

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

**Target: Evaluation of whether anyone knows what the afterlife will be like**

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 with slight development of one.	3 marks

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

No one has returned from a life after death to be able to tell us what it is like / there is no proof that there is an afterlife / religions disagree about what it is / even in the same religion there are different descriptions about what it will be like / if we are reincarnated it might be as an animal so we cannot know what that will be like, etc.

The founder or prophets of a religion had a revelation from God so they could know what the afterlife would be like / this is written in the holy book of the religion so we can know as well / credit examples of what the religions say about this / some people have a near death experience and they can tell us what it was like / also experiences of seeing a "ghost" / other parapsychological phenomena / if we are reincarnated it will be in this world so we can know what it will be like to an extent, etc.

Two-sided answers are creditable, but not required.

[3 marks] AO2

**19 Give one way in which religious people believe this life may influence their afterlife.**

**Target: Knowledge of why this life may influence the afterlife according to religious people.**

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

**Buddhism** Kamma is accumulated in this life and passes on to the next / it has an effect in the life of the human or animal that is born as a result.

**Christianity** Individuals will be judged by God and sent to heaven or hell / their faith and actions in this life will influence God's judgement of them.

**Hinduism** The atman is reincarnated in a new form / the form it takes depends on the good or bad karma it accumulates in this life.

**Islam** Allah will judge all people on the Day of Judgement / he will send them to paradise or hell depending on their actions and beliefs in this life.

**Judaism** People will have to give an account of their actions to God on the Day of Judgement / his judgement of them depends on whether they repent.

**Sikhism** The soul of a dead person is reborn in a different form and continues to live / its new life depends on the good or bad karma from this one.

1 mark for a correct point.

**[1 mark] AO1**

**20 ‘Believing in God changes people’s lives for the better.’**

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

**Target: Evaluation of whether believing in God changes people’s lives for the better**

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

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

Believing in God is an inspiration for many people / they believe God is good and loving / they expect him to judge their actions so they are motivated to change for the better. When people have gone wrong, they may find that believing in God helps them to change / they find forgiveness and make a fresh start / believing in God is like a commitment to do better / they become part of a community of other believers who can encourage them and support them, etc.

**Other views**

People can change for the better without any religious belief at all / because of an experience / the influence of their family or friends / becoming aware of injustice. Not everyone who believes in God is better for it / their belief can lead them to extreme acts / they might be angry with God for what has happened in their lives / they will have to follow strict rules to please God which will make their lives much harder / they may face prejudice and discrimination for believing in God etc.

**[6 marks] AO2****20 Spelling, punctuation and grammar**

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

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

**5 Practices and Belonging****21 Explain why religious behaviour codes are important to believers.**

**Target: Knowledge and understanding of why religious behaviour codes are important to believers**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</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.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

The way they live is what will bring them good or bad karma / it is how God will judge them / it will affect their afterlife. It is how they affect other people around them for good or ill / other people will judge their religion as good or bad as a result. Their holy books all contain guidance about the way they should live, especially how they should treat other people / it is important because they should do what their religion teaches them, etc.

**[4 marks] AO1**

**22 Explain briefly one way in which a believer might celebrate a religious festival in each of two religions.**

**Target: Understanding of one way that a religious believer might celebrate a religious festival in two religions**

Award up to two marks for each religion.

If the celebration of the festival is correctly explained but the festival is wrongly named, credit the correct material. Credit only **one** form of celebration in **each** religion.

1 mark for a superficial answer or a single point.

2 marks for a developed answer.

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

**Buddhism** At **Wesak**: put up lights and decorations around the home / make lanterns from paper and wood / release caged birds / wash the statue of the Buddha / visit the temple or monastery to give gifts to the monks / attending an act of worship, etc. Each of these is one way they might celebrate. Other festivals may be described.

**Christianity** At **Christmas**: giving presents / singing carols / decorating the house / attending Midnight Mass / volunteering for charity work / attending an act of worship, etc. At **Easter**: following a procession / decorating the church with flowers / attending a vigil on Saturday night / a sunrise service on Sunday / giving eggs, etc. Each of these is one way they might celebrate. Other festivals may be described.

**Hinduism** At **Divali**: lighting divas (oil lamps) outside and inside the house / attending a performance of the Ramayana / offering puja to Lakshmi / giving presents / letting off fireworks / attending an act of worship, etc. Each of these is one way they might celebrate. Other festivals may be described.

**Islam** At **Eid ul Fitr**: paying for a poor person to celebrate the feast / visiting family and friends / attending special prayers at the mosque. At **Eid ul Adha**: sacrificing an animal / giving some of the meat to the poor / attend special prayers at the mosque / visiting family and friends, etc. Each of these is one way they might celebrate. Other festivals may be described.

**Judaism** At **Pesach**: sharing the Seder with family / eating unleavened bread / other symbolic food / re-telling the story of Passover, etc. At **Rosh Hashanah**: eating apples dipped in honey / attending a special service in the synagogue / blowing the shofar (ram's horn), etc. Each of these is one way they might celebrate. Other festivals may be described.

**Sikhism**

At **Baisakhi**: joining a procession through the streets / taking down and washing the nishan sahib (flag) / being initiated into the Khalsa / attending a special service in the gurdwara, etc. Each of these is one way they may celebrate. Sikhs also celebrate **Diwali** (see above). Other festivals may be described.

**[4 marks] AO1**

**23 ‘It is not important to have a religious ceremony when getting married.’**

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

**Target: Evaluation of whether it is important to have a religious ceremony when getting married**

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

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

Some people are not religious and want to get married / people should not have to say words which they do not understand or mean / the important thing is that the two people are committed to each other not that they have a religious wedding / how much they love or respect each other is the real test, etc.

At a religious wedding the couple remember that God is a witness / they say their vows or sign their contract with each other knowing that he is there / this makes the day extra special and should make them take their promises seriously. Other religious believers and a religious leader are present and can pray for / support the couple in their marriage, etc.

A two-sided answer is creditable but not required.

**[3 marks] AO2**

**24 Give one reason why it is important to have a funeral ceremony.**

**Target: Understanding of why it is important to have a funeral ceremony**

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

It shows respect for the person who has died / it is an opportunity to give thanks for their life / in some religions it involves entrusting the soul of the dead person to God / in others it releases the soul from the body so that it can be reincarnated / it is also an opportunity to mourn and to comfort the mourners, etc.

1 mark for a single point.

**[1 mark] AO1**

**25 'Religious dietary laws (food laws) are not needed in today's world.'**

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

**Target: Evaluation of whether or not religious dietary laws are needed in today's world**

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

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

**Agree**

Religious believers from different religions are spread all over the world / they live in countries where the food they are allowed to eat is not easily available / they mix with people who eat differently to them / if they stick to their traditions they could lose friends or feel excluded. Some traditions for killing animals seem out-of-date and are not allowed in some countries, etc.

**Other views**

People today are more conscious about their food and where it comes from / following religious food laws can make you more healthy / we live in a multi-cultural society so people respect the differences between them / they appreciate the diversity of foods available and do not mind others having different rules to follow, etc.

Credit examples of religious dietary laws as development of an argument.

**[6 marks] AO2**

**25 Spelling, punctuation and grammar**

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

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

**6 Authority****26 Explain why religious believers treat their holy books with respect.**

**Target: Understanding of why religious believers treat their holy books with respect**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

They treat them with respect because they believe they contain the 'word of God' or a revelation from God or very important teaching for them to follow / parts of the books may have been written by the founders or prophets of their religion. Reading the holy books, and the ceremonies that accompany it, are a vital part of worship in the religion / they learn to respect them by watching how other people handle them. They contain advice or guidance about how the believers should live, etc.

**[4 marks] AO1**

**27 Outline briefly the composition (content) of a holy book in each of two religions.****Target: Knowledge of the composition (content) of a holy book in two religions**

Award up to two marks for each religion.

If the composition of the holy book is outlined correctly but the book is wrongly named, credit the correct material.

Credit the description of only **one** holy book in **each** religion. The name alone is not creditable.

1 mark for a superficial answer or a single point.

2 marks for a developed answer.

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

**Buddhism** Sutra Pitika is composed of teachings of the Buddha / dialogues with his disciples / the beliefs. Vinaya Pitika is composed of the rules that monks and nuns must follow / advice on how Buddhists should live. Abhidharma Pitika is composed of philosophical discourses. Credit examples of famous sutras (suttas) and what they say, etc.

**Christianity** The Bible is composed of Old and New Testaments / stories of people like Noah, Abraham, Moses, David and Jesus / laws including the Ten Commandments / psalms and proverbs / prophecies / the teachings of Jesus / letters from Christian leaders, etc.

**Hinduism** Shruti texts (revealed) are composed of collections of hymns (Vedas) which celebrate the gods and include mantras / for example the Rig Veda. The Upanishads are composed of the teachings of gurus / philosophical examinations of Hindu beliefs. Smriti (remembered) texts are composed of epics about gods and humans / the Mahabaratha / the Ramayana. Credit examples of stories from the latter two. Credit the composition of the Bhagavad Gita (Song of the Lord), the Laws of Manu or the Puranas.

**Islam** The Qur'an is composed of 114 suras / Makkan suras revealed to Muhammad when he was in Makkah / Madinan suras when he was in Madinah / messages from Allah / warnings about the Day of Judgement / stories of the prophets / Ibrahim / Musa / Isa / the rules Muslims must keep, etc. Credit the composition of the Hadith but not as part of an answer on the Qur'an.

**Judaism** The Torah is composed of God's Law revealed to Moses / the 613 mitzvot (commandments) / stories of the Patriarchs. The Nevi'im is composed of the history of Israel / stories of the kings and prophets / the prophecies of Isaiah, Jeremiah, etc. The Ketuvim is composed of the psalms, proverbs, stories of Ruth and Esther. In outlining the Tenakh any of the above can be credited, etc.

**Sikhism** The Guru Granth Sahib is composed of hymns / some composed by the Gurus / some by other Sikhs / also some by Hindu and Muslim holy men. Credit also the Dasam Granth, a separate book composed of the hymns of the tenth Guru.

[4 marks] AO1

**28 Give one way in which believers may contribute to their religious community.**

**Target: Understanding of how believers may contribute to their religious community**

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

They may take an active role in the place of worship / assist the leader in acts of worship / play a musical instrument. They may do voluntary work (service) / visit members of the community at times of need / organise social events for the community / pray for members of the community / give money etc.

1 mark for a single point.

[1 mark] AO1

**29 ‘The founder is the most important authority in a religion.’**

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

**Target: Evaluation of whether the founder is the most important authority in a religion**

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

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

The founder of a religion is greatly honoured by the believers / their words and teachings are still followed / their birthdays are celebrated, eg in Sikhism, Islam, Buddhism, Christianity / stories about their lives are told to children / lessons for today are drawn from the same stories / they are admired even by people outside the religion because of their contribution to history, etc.

The founder lived a long time ago / the world has changed a lot since then / what has carried on from those days is more important than the person who started it. When people join a religion it is because they like the teaching in it / the person who first taught it is less important / a living leader can help members of the community now so is more important / founder of Hinduism isn't actually known / God or the Holy Book is the most important authority, etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**30 ‘Religious leaders should do more to introduce young people to religious traditions.’**

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

**Target: Evaluation of whether religious leaders should do more to introduce young people to religious traditions**

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

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

Religious leaders need to inspire a new generation of followers in a religion so should introduce young people to the traditions of the religion / leaders must persuade young people to take up the religion and pass it on / they should encourage young people to join with other members of the community in worship, celebration and other religious activities. Leaders who do not do more of this will have fewer active believers in their community, etc. Credit examples of what religious leaders could do to introduce young people to religious traditions.

**Other views**

Religious leaders, such as teachers and youth workers, do lots to introduce young people to religious traditions / credit examples of what they do / lamas, priests, imams, rabbis, and granthis, have to care for all sections of their communities / young people are just one age-group / leaders are already busy people so cannot do more for them without ignoring the others / they already do enough by leading worship, teaching and giving advice. The traditions make the religion seem old and stuck in the past / religious leaders should encourage young people to develop new forms of worship and celebration instead / this is the way the religion will adapt to the modern world, etc.

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

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

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