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

THE STUDY OF RELIGIONS - PAPERS 1A AND 1B

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Mark scheme

2018 Draft Specimen

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Version 0.1

Draft

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)

### **Level of response marking instructions**

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

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

#### **Step 1 Determine a level**

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

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

#### **Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

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

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

### **Levels of Response Marking**

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

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

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

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

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

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

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

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

**Spelling, Punctuation and Grammar (SPaG)**

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

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

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

**Christianity**

**Beliefs**

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

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

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

Answer: B) Genesis

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

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

One mark for each of two correct points.

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

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

**0 1. 3 Explain Christian teaching about judgement. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1     | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

God is the ultimate judge/Christians are answerable for their words and deeds to God/ belief that judgment will happen after death/ may happen at the Second Coming/ everyone will be raised from the dead and will face God for judgement/ God will decide whether an individual will be with him or not / concepts of heaven and hell / purgatory / Parable of the Sheep and the Goats shows that people are judged according to how they have helped others, etc.

**0 1. 4 Explain how belief in the Resurrection influences Christians today. 5**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of at least two.                            | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1      | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.   | 1     |
| 0      | Nothing worthy of credit.   | 0     |

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

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

**0 1. 5 Why is belief in the Trinity important for Christians? 6**

**Explain your answer**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

Belief in the Trinity is important because:

- it explains how Jesus was God on earth and spoke and acted with the authority of God
- it shows how God is present now with Christians as the Holy Spirit which brings feelings of comfort and security
- it shows that God is working in the world now as the Holy Spirit so Christians can pray for help or miracles
- it keeps the faith the Bible is true – Matthew 28:19 is taken as proof that the Bible teaches that God is three in one and so it must be believed.

**Practices**

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

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

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

Answer: C) Eucharist

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

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

One mark for each of two correct points.

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

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

**0 1. 8 Explain the role of a Christian street pastor. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1     | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

They are not there to preach, but they are witnesses for Christianity, showing others what it means to be Christian and carrying out Christian mission. They are volunteers supported by local churches. Some focus on young people who are in need, they patrol the streets of towns and cities at night, helping and caring for people in practical ways. Some work with councils and local police targeting areas where there may be trouble, for example, helping people who are intoxicated. They will get people to talk to them and keep confidence (where it is legal to do so).



**0 1. 9 Explain how going on pilgrimage may influence Christians. 5**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies..<br>Different effects are explained with some development of at least two.                           | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1      | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.   | 1     |
| 0      | Nothing worthy of credit.   | 0     |

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

Students may refer to any place of Christian pilgrimage.

By bringing Christians together, pilgrimage encourages faith, especially for those who are living in non-Christian or secular societies.

There may be hope for a miracle – either a healing or the gift of peace of mind. If no miracle happens the pilgrimage could be a disappointment, and even a cause of doubt.

If the pilgrimage site is also a tourist site, the visit may not have a positive influence because so many people are not interested in the religious aspect.

It may give a strong sense of the presence of God and so strengthen faith.

It may remind pilgrims of the person /event / teaching associated with the place and so increase their understanding of their faith.

Evidence of positive influence of pilgrimage may come from miracles at Lourdes.

**1. 1 0 Why is the celebration of Christmas as a religious festival important for Christians today? 6**

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

Christmas as a religious celebration is important because:

- it celebrates the incarnation which represents God's love for human beings and the value God places on human beings
- it brings Christians together which is particularly important for those who are isolated, and encourages wealthier Christians to consider the poor through the story of Jesus' birth in poverty
- it is an opportunity for Christians to show others how much their faith means to them – an opportunity for witness
- it is a reminder of important Christian teachings and of the needs of children.

**Beliefs and practices**

|        |  |           |
|--------|--|-----------|
| 1. 1 1 | <b>'The best way for Christians to reach an understanding of God is by practising prayer.'</b> | <b>12</b> |
|--------|--|-----------|

**Evaluate this statement. In your answer you should:**

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

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 4      | A well-argued response, reasoned consideration of different points of view.<br>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. | 10-12 |
| 3      | Reasoned consideration of different points of view.<br>Logical chains of reasoning that draw on knowledge and understanding of relevant   | 7-9   |

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

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

**Agree:**

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

**Other views:**

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

12

**SPaG 5 marks**

**Catholic Christianity**

**Beliefs**

|        |   |   |
|--------|---|---|
| 0 2. 1 | Which one of the following is the sacrament in which a young adult becomes a full member of the Church?                 | 1 |
|        | A) Matrimony                      B) Reconciliation                      C) Confirmation                      D) Prayer |   |

**Target: AO1:1 Demonstrate knowledge and understanding of religion and**

**belief, including beliefs, practices and sources of authority**

Answer: C) Confirmation

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

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

One mark for each of two correct points.

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

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

**0 2. 3 Explain Christian teaching about the Incarnation of Jesus. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1     | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

God became man in Jesus / God the Son took on the limitations of human nature to free humans from sin and death / Jesus opened the gates of heaven to all people by living and dying in obedience to the Father / it shows that God loves humanity that he was prepared to become one of us / ‘God lowered himself to the

condition of a slave and became as all men are' (Phil 2) / it gives strength and hope that all people, can overcome the challenges of temptation and sin / the incarnation stresses the fact that God became fully human, not just took on an appearance of humanity, etc.

**0 2. 4 Explain the influence of belief in the resurrection of Jesus on individual Christians today. 5**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies..<br>Different effects are explained with some development of at least two.                           | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1      | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.   | 1     |
| 0      | Nothing worthy of credit.   | 0     |

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

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

**0 2. 5 Why is the Eucharist important for Catholics? 6**

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

**The Eucharist is important because:**

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

**Practices**

|               |   |          |
|---------------|---|----------|
| <b>0 2. 6</b> | <b>Which one of the following is a Catholic agency?</b>         | <b>1</b> |
|               | <b>A) Childline      B) Cafod      C) Shelter      D) Oxfam</b> |          |

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

Answer: B) Cafod

|               |   |          |
|---------------|---|----------|
| <b>0 2. 7</b> | <b>Give two aims of the Society of Saint Vincent de Paul (SVP).</b> | <b>2</b> |
|---------------|---|----------|

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

One mark for each of two correct points.

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

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

**02. 8 Explain the role of the Rosary in Catholic worship. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1     | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

The Rosary may be taken as the prayer and/or as the beads used to recite that prayer. A reminder of important mysteries or events of the faith  
 To thank and praise God for these – so strengthening awareness that all people have comes from God / The 5 joyful mysteries are prayed at Christmas to fit in with the joyfulness of the occasion, for the same reason, the sorrowful mysteries are prayed at Lent / They may be prayed by the individual alone, or recited in unison by a group – in church, elsewhere or online / The prayers are a daily and constant reminder of faith and a source of unity among Catholics.

**0 2. 9 Explain how the funeral rite may influence Catholics. 5**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 5     | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4     | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies..<br>Different effects are explained with some development of at least two.                           | 4     |
| 3     | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2     | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1     | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.   | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

- The rite is a reminder of significance that baptism into the Church has for Catholics – their place in heaven is assured. It shows that the dead person is now in the care of God, by bringing the body into the church this will comfort mourners.
- Readings for the rite focus in the resurrection and God's promises to be with his faithful for ever, and remind people that the separation between the living and the dead is only temporary, they will be reunited at the resurrection. This acts as both a reminder of faith and a comfort.
- The placing of the lighted paschal candle by the coffin expresses the belief that the deceased has joined Christ in his death and resurrection, that the deceased has never been abandoned. This may be particularly important and be very reassuring, if the person died alone or in terrible circumstances.
- The use of incense over the coffin expresses the belief that, just as the person was a temple of the Holy Spirit whose fruits were visible in life, so that person will be raised up in glory at the resurrection of the body. This strengthens beliefs about the value of Catholic baptism and life.

**2.10 Why is pilgrimage important for Catholics today?**

**6**



**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

**Pilgrimage is important to Catholics today because:**

- a pilgrimage is a journey to a holy place where Catholics can come more into the presence of God, by stepping outside daily life they can focus more on God
- it is a reminder that life is a journey to God which they are acting out in a physical journey to a holy site
- it motivates faith by bringing believers together
- it is a reminder of the event /teaching/ person associated with the place.

**Beliefs and practices**

|        |   |           |
|--------|---|-----------|
| 2. 1 1 | <b>‘The best way for Catholics to reach an understanding of God is by practising prayer.’</b> | <b>12</b> |
|--------|---|-----------|

**Evaluate this statement. In your answer you should:**

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

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 4      | A well-argued response, reasoned consideration of different points of view.<br>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. | 10-12 |
| 3      | Reasoned consideration of different points of view.<br>Logical chains of reasoning that draw on knowledge and understanding of relevant   | 7-9   |

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

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

**Agree:**

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

**Other views:**

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

12

**SPaG 5 marks**

**Buddhism**

**Beliefs**

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

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

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

Answer: A) Jataka Tales

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

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

One mark for each of two correct points.

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

**0 3. 3 Explain the teaching about nibbana / nirvana in Buddhism. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1     | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

The point at which all craving ceases / the goal of the Buddhist faith / the Buddha is said to have achieved this state at his enlightenment / a person who has achieved nibbana (nirvana) may still carry on living, eating, having relationships with other people (as the Buddha did for 45 years after his enlightenment), but his or her actions would be done from a selfless motive / nibbana is not the same as extinction nor does it mean by removing from life that you lose connection with it and feel nothing / it describes a state of peace and happiness by extinguishing the three fires (akusala) of greed, hatred and delusion / those that have achieved nibbana (nirvana) still experience things that others see as pain or pleasure but they do not respond to them in the same way / living the middle way may help a person achieve nibbana (nirvana).

**0 3. 4 Explain how learning about the life of the Buddha may influence Buddhists today. 5**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies..<br>Different effects are explained with some development of at least two.                           | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1      | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.   | 1     |
| 0      | Nothing worthy of credit.   | 0     |

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

- The Buddha is the blueprint for enlightenment - Buddhist monks follow his example to reach enlightenment themselves e.g. leave their families, follow the middle way between greed and self-denial.
- The Buddha proved humans could be enlightened - this gives Buddhists confidence that they can be enlightened.
- The Buddha's experiences are also part of people's experience today and so help to make sense of them e.g. the Four Sights show that old age sickness and death are part of life and Buddhists should always be mindful of them.
- The Buddha's life showed that wealth cannot bring happiness – Buddhists look for fulfilment and happiness in mental attitude rather than possessions.

**0 3. 5 Why is belief in the Three Poisons important for Buddhists? 6**

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

- Recognising the Three Poisons as the cause of unhappiness in this life means that Buddhists can work to overcome them and so be more content.
- This belief makes Buddhists work on greed and hate when they see these in themselves because they recognise that these states of mind are making them unhappy.
- Believing that unhappiness follows from being ignorant about the true nature of life makes Buddhists search for the truth through study and meditation, so this belief can change their lives and lead to enlightenment.
- This is the basic belief of Buddhism. If Buddhists did not believe this teaching, they would not believe that the eightfold path is worth following, etc.

**Practices**

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

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

Answer: A Parinirvana 1

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

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

One mark for each of two correct points.

- Do not harm any living thing / do not kill

- Do not take what is not given / do not steal
  - No falsehood / do not lie
  - No sexual misconduct / do not commit adultery
  - No intoxicants / do not use alcohol or drugs.
- 2**

**0 3. 8 Explain how shrines are used in Buddhist worship. 4**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 4      | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3      | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2      | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1      | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0      | Nothing worthy of credit.   | 0     |

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

Worship is called puja in Buddhism and there are three aspects to it: 1. Looking inwards for those qualities that are worthy of respect, love and admiration; 2. Development of these qualities to make them stronger and bring them to the surface; 3. Extension to spread these positive feelings so that they reach all human beings / puja involves movement, sound, colour and artefacts such as kasinas (coloured discs) / Buddhists will set up a shrine in their homes / they bow three times to the shrine for the Buddha, the Dhamma and the Sangha / puja consists of meditation and chanting / Buddhists may set up bhavana or self-development sessions as part of their worship in the home / they practice samatha meditation and vipassana meditation / the shrine will have a statue of the Buddha to focus on, flowers too to show impermanence, a small pot of water as a symbol of pure respect, a candle to symbolise enlightenment, incense and fruit / Buddhists may pray to the dead relatives they have and have a photo of them by the shrine / they may chant from a scripture such as the Pali Canon the Lotus Sutra / the use of mala beads during the puja to help concentration is important, etc.

N.B. Students, depending on the traditions they have studied, may bring in different aspects of worship such as the vajra or handle representing the whole of reality in Tibetan Buddhism / prayer wheels too as well as prayer flags and the roles these

play.

**0 3. 9 Explain how the practice of patience may influence Mahayana Buddhists. 5**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies..<br>Different effects are explained with some development of at least two.                           | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1      | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.   | 1     |
| 0      | Nothing worthy of credit.   | 0     |

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

Patience is one of the qualities of enlightenment, so those who practise it are becoming more Buddha-like.

- Those who practise it develop tolerance, they will not be angered by the views or behaviour of others
- They will develop endurance and forbearance - they will be able to deal with the problems of life and not get stressed, their attention will move from their own suffering to the suffering of others.
- They will be able to see themselves as they really are, for example that they are greedy and mortal which will reduce their attachment to life and the strength of character to let what happens, happen.

**3. 1 0 Why is festival of Wesak important for Buddhists today? 6**

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

- Wesak celebrates the birth, death and enlightenment of Gautama Buddha, so is important to Theravada Buddhists as a reminder of his life, example and the promise that following his way of life will bring enlightenment.
- It is a great celebration, uniting the whole community and spreading joy and happiness.
- For monks and nuns it is a day of re-dedication to their chosen way of life and a reminder of the rules of the Sangha which they recite together as part of the celebrations.
- The ceremony of the washing of an image of the baby Buddha is a reminder of the stories about his birth and the idea that he was born to be enlightened ( Theravada view) or that his birth showed that everyone could be enlightened ( Mahayana view).

**Beliefs and practices**

|        |   |           |
|--------|---|-----------|
| 3. 1 1 | <b>'The best way to understand the Buddha's teachings about the Three Marks of Existence is by meditating'.</b> | <b>12</b> |
|--------|---|-----------|

**Evaluate this statement. In your answer you should:**

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

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 4      | A well-argued response, reasoned consideration of different points of view.<br>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. | 10-12 |
| 3      | Reasoned consideration of different points of view.   | 7-9   |



Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.

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

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

**Agree**

Gives devoted time to consider this / allows search within self for the truth of this teaching / is how the Buddha found understanding for himself / is the way that ‘serious’ Buddhists learn, eg monks / this creates a disciplined mind which is necessary to understand such complex ideas / full understanding can only come through total focus on the teachings to uncover the truths – meditation is this / etc.

**Other views**

Might only be able to do samatha meditation, which does not allow exploration of religious truths / could read scripture / could speak to monks etc / might not have enough time to do the necessary meditation / might be too far from enlightenment to understand it fully / could explore the world around them to find the truth / even children can have the Marks explained without meditating / etc.

12

**SPaG 5 marks**

**Hinduism**

**Beliefs**

- |        |  |   |
|--------|--|---|
| 0 4. 1 | <b>Which one of the following deities is one of the tri-murti?</b> | 1 |
|--------|--|---|

- A) Ganesh                      B) Lakshmi                      C) Brahma                      D) Saraswasti**

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

Answer: C) Brahma

- |        |  |   |
|--------|--|---|
| 0 4. 2 | <b>Give two of the features of the divine.</b> | 2 |
|--------|--|---|

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

One mark for each of two correct points.

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

**0 4. 3 Explain Hindu teaching about Moksha. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1     | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

Moksha is salvation/ the liberation of the soul from the cycle of birth and rebirth / ultimate aim of a Hindu's life / if one desires Moksha then one cannot achieve it, it will happen only when all desires have ended /it can be achieved in this life by those whose minds are undisturbed by living/ or after death.

**0 4. 4 Explain how practising ahimsa (non-violence) influences Hindus today. 5**

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

| Levels | Criteria   | Marks |
|--------|--|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice /  | 4     |

text on individuals, communities or societies..

Different effects are explained with some development of at least two.

|   |  |   |
|---|--|---|
| 3 | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.                                   | 3 |
| 2 | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development. | 2 |
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.  | 1 |
| 0 | Nothing worthy of credit.  | 0 |

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

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

**0 4. 5 Why is mind/sense control important to Hindus? 6**

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

- The mind cannot be controlled unless the senses are controlled so both are important.
- The controlled mind is not disturbed by likes, dislikes, pain or pleasure and is able to see reality as it is, such a mind can attain Moksha.
- The uncontrolled mind is disturbed by all these things and brings suffering
- Controlled senses reflect the world but are not attracted to it or repulsed by it.
- Uncontrolled senses focus on nothing and experience nothing as it is.

**Practices**

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

**A) Veda            B) Havan            C) Smrti            D) Murti**

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

Answer: B) Havan

**0 4. 7 Give two types of yoga practised in Hinduism. 2**

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

One mark for each of two correct points.

The four types of yoga are – jnana, bhakti, karma, raja.

**0 4. 8 Explain how shrines are used in Hinduism. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two. | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                       | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority.  | 2     |

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Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.

|   |   |   |
|---|---|---|
| 1 | Basic knowledge and understanding of one belief / practice / source of authority.<br>A relevant and accurate point with simple explanation. | 1 |
| 0 | Nothing worthy of credit.   | 0 |

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

- Shrines house the temple or home deities, in a large temple there may be a number of shrines dedicated to different gods.
- Water, fruit, flowers and incense are offered to the god(s) by the individual worshippers at the shrine.
- The image in the shrine is believed to be filled with the energy of the god, so provides a direct contact between the worshipper and the god.
- Worship (puja) should take place at the shrine three times a day.

|               |   |          |
|---------------|---|----------|
| <b>0 4. 9</b> | <b>Explain how pilgrimage to Varanasi may influence Hindus.</b> | <b>5</b> |
|---------------|---|----------|

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of at least two.                            | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1      | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.   | 1     |
| 0      | Nothing worthy of credit.   | 0     |

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

- Varanasi is called the ‘gateway to Moksha’ where many Hindus go to die, and to be cremated. Pilgrims are reminded of their own coming death and the passing nature of life.
- Some pilgrims hope to die in Varanasi because they believe that this would break the cycle of rebirth and they would enter Moksha, so Varanasi reminds them of the teaching about Moksha and how to attain it.
- There are huge crowds at morning and evening services, so the experience motivates and encourages believers.
- Being in a holy place makes it easier to focus on Brahman, away from everyday life.
- The experience may be very ‘touristy’, which may mean that it has no positive influence on some people.

**4. 1 0 Why is the festival of Diwali important for Hindus today? 6**

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

- The festival of lights: In many parts of India it is associated with Lakshmi, goddess of wealth and lamps are lit to encourage her into the house.
- Also celebrates the victory of good over evil, knowledge over ignorance.
- There are regional variations in what is actually being celebrated, in some parts of India it is Rama’s return from exile and coronation as king.
- Great community celebration, brings the people together.

**Beliefs and practices**

**4. 1 1 ‘The best way for Hindus to reach an understanding of Brahman is by meditating.’ 12**

**Evaluate this statement. In your answer you should:**

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

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

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

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

**Agree**

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

**Other views**

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

12

**SPaG 5 marks**

**Islam**  
**Beliefs**

- 0 5. 1 Which one of the following best describes the meaning of Tawhid? 1**
- A) Prophethood    B) Justice    C) Life after Death    D) Oneness of God**

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

Answer: D) Oneness of God

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

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

One mark for each of two correct points.

**Students may include two of the following:**  
the Torah / the Psalms / the Gospel / the Scrolls of Abraham.



**0 5. 3 Explain Muslim teaching about angels. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1     | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

Angels were created of light / they have their own roles, for example Jibril (Gabriel) revealed the Qur'an / some are recording angels recording the deeds of a person's life in the book that will be read at the final judgement / others are guardian angels who protect people / the Qur'an describes them as messengers as wings.

**0 5. 4 Explain how a belief in life after death influences Muslims today. 5**

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

| Levels | Criteria   | Marks |
|--------|--|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.                           | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on   | 3     |

individuals, communities or societies.

Different effects are explained with some development of one.

|   |   |   |
|---|---|---|
| 2 | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation or one effect explained with some development. | 2 |
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.   | 1 |
| 0 | Nothing worthy of credit.   | 0 |

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

- Those who fear punishment in hell are motivated to avoid doing evil.
- Those who look forward to the rewards of the afterlife are motivated to do good.
- Those who are wronged have confidence in God’s judgement that will see evil punished.
- Some welcome death because they are expecting a favourable punishment and reward. That includes some who are prepared to die as martyrs for their beliefs.

**0 5. 5 Why is the example of Muhammad important for Muslims? 6**

**Explain your answer**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

- Muhammad is the messenger of God – he is considered to be the perfect role model and his Sunnah is seen as second only to the Qur’an in terms of authority.
- In places the Qur’an needs explanation or expansion to make its meaning

- clear, the Sunnah provides this, for example for the positions of prayer
- Sunni and Shi'a have their own sources of authority from which to draw their understanding of Muhammad's Sunnah, but both consider it to be important because they believe Muhammad was guided by God throughout his life.
  - The Sunnah covers many ordinary aspects of daily life on which there would otherwise be no guidance, so it is valuable for everyday life.

**Practices**

- 0 5. 6 Which one of the following is the religious tax paid by Shi'a Muslims? 1**
- A) Khums                      B) Zakah                      C) Sawm                      D) Mosque**

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

Answer: A) Khums

- 0 5. 7 Give two ways in which Shi'a Muslims celebrate the festival of Ashura. 2**

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

One mark for each of two correct points.

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

By re-enacting the events that led up to the death of Husayn / mourning / sermons about Husayn and his significance / public recitations of the stories or poems on the same theme / customary for mosques to provide free meals for people

- 0 5. 8 Explain the role of the kaaba during the Muslim Hajj (pilgrimage). 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two. | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of                            | 3     |

one.

|   |  |   |
|---|--|---|
| 2 | Basic knowledge and understanding of beliefs / practices / sources of authority.<br>Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2 |
| 1 | Basic knowledge and understanding of one belief / practice / source of authority.<br>A relevant and accurate point with simple explanation.  | 1 |
| 0 | Nothing worthy of credit.  | 0 |

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

The focus of activities in Makkah /called the sacred house or house of God, it represents the oneness of God, the single point around which Muslim life focuses/ its cloth is raised so that the stone in its corner can be touched /pilgrims circle it seven times/ as always, they face it in prayer and for once, because this is the centre point of life, Muslims are facing each other in prayer / so the community, although it comes from all over the world, is united.

**0 5. 9 Explain how fasting in Ramadan may influence Muslims. 5**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies..<br>Different effects are explained with some development of at least two.                           | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1      | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.  | 1     |

One effect with simple explanation.

0 Nothing worthy of credit. 0

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

- This is a month of fast from dawn to sunrise, so everyone is focused more on God than usual
- The effort to avoid eating and drinking is matched with the effort to avoid breaking any rule of faith, so this is a month of intense effort that improves self discipline
- All the community fasts, this unites them and make them stronger
- The whole of the Qur'an is recited so Muslims are reminded of what it says.

**5. 1 0 Why is the festival of Id ul Fitr important for Muslims today? 6**

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

**The festival of Id ul fitr is important because:**

- It is an opportunity for all Muslims to get together in celebration – communities may be scattered in Britain today, but for Eid they should come together, this strengthens ties of family and faith
- It celebrates the gift of the Qur'an and what it means to be Muslim – one who lives in the service of God
- It was celebrated by Muhammad and it is their duty to follow his example
- Richer Muslims are reminded of their duty to the poor – charity is compulsory part of the festival and the community is expected to ensure that everyone is able to share in the celebration.

**Beliefs and practices**

5. 1 1 ‘The best way for Muslims to understand God is to practise Salah.’ 12

**Evaluate this statement. In your answer you should:**

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

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

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

**Agree:**

Salah a direct contact between the individual and God /the believer focuses on the feeling of being in God’s presence/ this is sometimes described as a feeling of ‘awe and wonder’ (taqwah) at the greatness of God / God is beyond description because there is nothing God can be compared to /so God cannot be understood by reading about him or hearing other people talk about him.

**Other views:**

Not everyone can have this kind of prayer experience so they do not feel the presence of God through prayer / the Qur’an as the inspired word of God is his presentation of himself to human beings, so an understanding of God can come from reading what he says about himself/ for example, the creator of the world, the One, the everlasting/God will help those who read the Qur’an to feel his presence so they can understand him.

12

**SPaG 5 marks**

**Judaism**

**Beliefs**

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

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

Answer: C) Shekinah

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

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

One mark for each of two correct points.

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

- 0 6. 3 Explain Jewish understanding of the role of the Messiah. 4**

**Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and**

**belief, including beliefs, practices and sources of authority.**

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.             | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3     |
| 2     | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2     |
| 1     | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1     |
| 0     | Nothing worthy of credit.   | 0     |

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

Messiah will come at the end of time/ anointed - direct descendant of King David/ he will bring peace- wars will end/ he will gather Jews back to the promised land/ will achieve an understanding between nations/ will rebuild the Temple/ will take part in the day of judgement/end of wickedness, reward for the righteous/ he will restore the religious court system of Israel/ establish Jewish law in the land/after the Messiah comes, the whole world will recognise God etc.

|               |   |          |
|---------------|---|----------|
| <b>0 6. 4</b> | <b>Explain how the belief that the mitzvot are the commands of God influences Jews today.</b> | <b>5</b> |
|---------------|---|----------|

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

| Levels | Criteria   | Marks |
|--------|--|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of at least two.                            | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on   | 3     |



individuals, communities or societies.

Different effects are explained with some development of one.

|   |  |   |
|---|--|---|
| 2 | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development. | 2 |
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.  | 1 |
| 0 | Nothing worthy of credit   | 0 |

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

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

|        |  |   |
|--------|--|---|
| 0 6. 5 | <b>Why is the covenant with Abraham important for Jews?</b><br><b>Explain your answer.</b> | 6 |
|--------|--|---|

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

The covenant with Abraham is important for Jews because:

God promises the Land to Abraham and his descendants, Jews trace back their descent to Abraham and religious Jews still regard that land as promised to them by God

Circumcision is required by God in return for the Covenant, this custom is still

practised by Jews  
 God chose Abraham for the Covenant – this separates the Jews from the rest of the world  
 This marks the acceptance by the people of Abraham of the faith that God is One.

**Practices**

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

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

Answer: D) Talmud

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

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

One mark for each of two correct points.

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

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

- 0 6. 8 Explain the part played by the ark (Aron hakodesh) in synagogue worship. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two. | 4     |
| 3     | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                       | 3     |

|   |   |   |
|---|---|---|
| 2 | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2 |
| 1 | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1 |
| 0 | Nothing worthy of credit.   | 0 |

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

The Ark is a cupboard where the Torah Scrolls, which contain the text of the Hebrew Bible are kept / it is named after the wooden chest which held the stone tablets of the Covenant that God gave to Moses on Mount Sinai / At the right moment in the service the Ark is ceremonially opened, and the Torah scroll is carried in procession to the reading desk, unrolled to the reading chosen for the day and laid on the reading desk/ after the reading is over, the scrolls are returned to the Ark.

**0 6. 9 Explain how the celebration of Shabbat may influence Jews. 5**

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

| Levels | Criteria   | Marks |
|--------|--|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of at least two.                            | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.        | 2     |
| 1      | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.   | 1     |

0 Nothing worthy of credit. 0

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

The family home is the centre of celebrations for Shabbat so it unites the family and reminds all members that Judaism is relevant to all parts of life.

A day of focus on God strengthens faith and passes it from generation to generation.

It is a celebration of creation and a reminder that Jews are stewards of creation charged with protecting it on God’s behalf.

Sabbath brings the wider community together in the synagogue and sets it apart from its non-Jewish neighbours, that protects its special identity. This aspect of Sabbath can have a negative influence if Jews are subject to persecution for their faith

**6. 1 0 Why is it important for Jews to celebrate Yom Kippur? 6**

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 1-3   |
| 0      | Nothing worthy of credit.   | 0     |

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

It is important for Jews to celebrate Yom Kippur because:

Fasting enables reflection and focus on God and on their sins.

Repentance for sins is an opportunity to start the new year afresh with all sins forgiven.

Opportunity to make commitment to self, others and God for the year ahead.

Reconciliation with other people in the community, and an opportunity to seek forgiveness for any wrong done, that allows the community to work together.

**Beliefs and practices**

**6. 1 1 ‘The best way for Jews to understand what God is like is by taking part in Jewish family life.’ 12**

**Evaluate this statement. In your answer you should:**

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

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

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

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

**Agree**

Many customs, ceremonies, rituals help to educate and remind family about God/  
God present everywhere- use of mezuzah/ mezuzah contains the Shema-  
Oneness of God and his desire for a covenant relationship with his people/ God  
brings light – use of candles/ Shabbat ceremony –prayers and ritual teach of God's  
role as protector, king/ festival celebrations – Pesach- God's power in delivering his  
people etc.

**Other views**

Worship and prayer practised regularly enables Jews to focus on the nature of  
God/ the scriptures make clear God's attributes/so study of the scriptures and their  
interpretation important to understand what God is like/ prophets proclaim a holy  
God who demands moral behaviour/ stories of Jewish patriarchs emphasise the  
importance of trust and faith in a God who is powerful and cares for his people e.g.  
Moses – the Exodus –manna in the wilderness etc

12

**SPaG 5 marks**

**Sikhism**

**Beliefs**

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

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

Answer: A) Guru Granth Sahib

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

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

One mark for each of two correct points.

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

- 0 7. 3 Explain what the Mool Mantra teaches about God. 4**

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

| <b>Level</b> | <b>Criteria</b>   | <b>Marks</b> |
|--------------|---|--------------|
| 4            | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two. | 4            |

|   |   |   |
|---|---|---|
| 3 | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.                                   | 3 |
| 2 | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2 |
| 1 | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.  | 1 |
| 0 | Nothing worthy of credit.   | 0 |

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

|              |   |
|--------------|---|
| Ek Onkar     | There is only One God                           |
| Sat Naam     | Truth is his name                               |
| Karta Purkh  | He is the creator                               |
| Nir Bhau     | He is without fear                              |
| Nir Vair     | He is without hate                              |
| Akaal Moorat | He is immortal, without form                    |
| Ajooni       | He is beyond birth and death                    |
| Saibhang     | He is self-illuminated                          |
| Gur Parsaad  | He is realised by the kindness of the true Guru |

**0 7. 4 Explain how belief in karma influences Sikhs today. 5**

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

| Levels | Criteria   | Marks |
|--------|--|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.                           | 4     |

|   |  |   |
|---|--|---|
| 3 | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.                                   | 3 |
| 2 | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development. | 2 |
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation.  | 1 |
| 0 | Nothing worthy of credit.  | 0 |

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

Belief in karma means to believe that every action generates a positive or negative consequence which shapes rebirth / the more positive actions, the better the rebirth / the more negative actions, the worse the rebirth / everyone would want a good rebirth, so would try to always have good actions / good rebirth makes it more likely to achieve enlightenment or at least bring a person closer to enlightenment / if a person had difficulties in their life, they might work harder to be good people in order to ensure a better next rebirth / etc.

|        |   |          |
|--------|---|----------|
| 0 7. 5 | <b>Why is Sewa (service to others) important for Sikhs?</b> | <b>6</b> |
|--------|---|----------|

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 3-5   |
| 0      | Nothing worthy of credit.   | 0     |

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

- Selfless service is important because it develops compassion for others rather than the selfishness of doing something only for your own benefit.
- It is an essential part of Sikhism: ‘There can be no worship without



- performing good deeds' (GGS)
- Sikh way of life is a way of service to God and everything done can count as sewa (tan, man, dhan)
- It benefits the community – fulfils one of the core principles of Sikhism- the common good of all.

**Practices**

- 0 7. 6 Which one of the following is the festival that celebrates the founding of the khalsa in Sikhism? 1**
- A) Vaisakhi      B) Gurmukh      C) Gurburb      D) Amrit**

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

Answer: A) Vaisakhi

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

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

One mark for each of two correct points.

The 5 Ks are –  
 Kesh (uncut hair)  
 Kara (bracelet)  
 Kirpan (sword/knife)  
 Kangha (comb)  
 Kachera (shorts)

- 0 7. 8 Explain the use of the takht in a Sikh Gurdwara. 4**

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

| Level | Criteria  | Marks |
|-------|---|-------|
| 4     | Good knowledge and understanding of beliefs / practices / sources of authority. | 4     |

Different relevant and accurate points are clearly explained with some development of at least two.

|   |  |   |
|---|--|---|
| 3 | Knowledge and understanding of beliefs / practices / sources of authority.<br>Different relevant and accurate points are explained with some development of one.                                   | 3 |
| 2 | Basic knowledge and understanding of beliefs / practices / sources of authority.<br>Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2 |
| 1 | Basic knowledge and understanding of one belief / practice / source of authority.<br>A relevant and accurate point with simple explanation.  | 1 |
| 0 | Nothing worthy of credit.  | 0 |

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

- This is the ‘Throne of the Guru’ where the Guru Granth is put during worship.
- The book is treated with the respect due to a living Guru and the throne is a sign of this.
- The Guru is opened on the throne and read from there.
- The throne is at the front of the worship hall so that all the worshippers are facing the Guru.

**0 7. 9 Explain how an akhand path may influence Sikhs in the modern world. 5**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 5      | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained, at least two are clearly developed with some clear examples. | 5     |
| 4      | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies..<br>Different effects are explained with some development of at least two.                           | 4     |
| 3      | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.<br>Different effects are explained with some development of one.  | 3     |
| 2      | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies.<br>Different effects with simple explanation, or one effect explained with some development.        | 2     |

|   |   |   |
|---|---|---|
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies.<br>One effect with simple explanation. | 1 |
| 0 | Nothing worthy of credit.   | 0 |

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

- It unites the community because it has been done in Sikh communities since the early days of the faith
- It brings the scripture into the home, when most Sikhs do not have a copy so unites family and religious life
- It reminds them of the contents of the scripture
- It marks a special occasion, making giving ordinary life a religious dimension.

|      |  |          |
|------|--|----------|
| 7.10 | <b>Why is the festival of Divali important to Sikhs today?</b> | <b>6</b> |
|------|--|----------|

**Explain your answer.**

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

| Levels | Criteria  | Marks |
|--------|---|-------|
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. | 4-6   |
| 1      | Point of view with reason(s) stated in support.   | 3-5   |
| 0      | Nothing worthy of credit.   | 0     |

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

- Divali celebrates Guru Hargobind's release from prison 1619; the Golden Temple was lit up to celebrate his return, so it connects the present generation with the past.
- It is also a harvest festival.
- It is an opportunity for family and community celebrations- so brings people together.
- It is traditional for this to be celebrated with an exchange of presents – so it has become a commercially important festival for Sikhs.

**Beliefs and practices**

7.11 ‘The best way for Sikhs to gain an understanding the nature of God is by meditating on the name of God.’ 12

**Evaluate this statement. In your answer you should:**

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

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

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

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

**Agree**

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

**Other views**

Could read the Guru Granth Sahib / could speak to learned scholars / studying Mool Mantar tells a person about God / depends what level of understanding is meant / some people are too closed by haumai, or being manmukh to understand God / if this were true, Sikhs would not need to do sewa / no one can truly understand the nature of God – that is beyond man / etc.

12

**SPaG 5 marks**

Draft