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**General Certificate of Secondary Education  
June 2010**

**Religious Studies**

**40556**

**Specification B**

**Unit 6 Worship and Key Beliefs**

***Mark Scheme***

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

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

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## Methods of Marking

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

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
4. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
5. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
6. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

## Levels of Response Marking

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

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

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level.

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

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

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

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in the six marks AO2 answers.

**1 Places of Worship**

**01 Name the place of worship, in each of two religions.**

**Target: Knowledge of correct terms for places of worship**

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

- Buddhism** Stupa / temple / shrine / meditation centre.  
**Christianity** Church / chapel / cathedral / citadel / meeting house.  
**Hinduism** Temple / shrine / mandir / ashram.  
**Islam** Mosque / masjid / Ka'aba.  
**Judaism** Synagogue / shul / Western Wall.  
**Sikhism** Gurdwara / temple.

Award one mark for a correct answer in each of two religions.

**(2 marks) AO1**

**02 Explain how a religious building is used other than for worship.**

**Target: Knowledge and understanding of other functions of the place of worship**

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

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

Place for community meetings and events / place of pilgrimage / study of the holy book and other religious books / learning language of the holy book / youth and children's activities / centre for meeting social needs of the area / kitchen to cook and eat food (langar). Rites of passage such as weddings and funerals.

Credit any reasonable answer.

**(3 marks) AO1**

**03 ‘Only religious believers should be allowed into a place of worship.’**

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

**Target: Evaluation of who should be allowed into a place of worship**

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

This will be a personal response.

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

People who are not religious believers will not know how to behave / may show a lack of respect / do not come to worship so should not be there.

Visiting a place of worship is a good way to learn about the religion / religions should welcome everyone without discrimination / how could you tell who was not a believer / visitor may be inspired to believe / may be desperate for help.

Credit any idea which is appropriate.

**(3 marks) AO2**

**04 Explain briefly one religious symbol seen in a place of worship in each of two religions.**

**Target: Knowledge and understanding of symbols seen in places of worship**

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

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

<b>Buddhism</b>	Dharmachakra (wheel) reminds worshippers of the Buddha’s teaching / the lotus flower symbol of enlightenment / statue of the Buddha with hands in a special position (mudra) / candles symbolise the light of the Buddha’s teaching / flowers symbolise impermanence.
<b>Christianity</b>	Crucifix reminds worshippers of the sacrificial death of Jesus / cross a symbol of his resurrection / candles symbolise Jesus, the Light of the World / bread and wine, the body and blood of Jesus / icons are symbols of the saints they depict in heaven.
<b>Hinduism</b>	The aum symbol reminds worshippers of the sound of the universe being created / they could use it as a mantra / the swastika, a symbol of good fortune / lamp on the arti tray, symbolises the light of Truth that worshippers receive.
<b>Islam</b>	The crescent moon and five-pointed star remind worshippers that Allah is their guide and there are five pillars to keep / calligraphy draws attention to the beauty of the Quran / designs on prayer mats are an inspiration to pray.
<b>Judaism</b>	Menorah reminds worshippers of the candlestick in the temple and the seven days of creation / Star of David is the symbol of the greatest Jewish king / ner tamid (everlasting light) symbolises the presence of God.
<b>Sikhism</b>	“Ik onkar” (There is one God) symbol reminds worshippers of the Mool Mantra, the most important Sikh hymn / the Khanda symbolises God (the circle and the central sword) and the need to fight for the truth (the two curved swords) / the canopy (takht) represents the respect due to the Guru Granth Sahib.

Award up to two marks for each religion. Naming a symbol is worthy of credit as long as it is linked with a religion.

**(4 marks) AO1**

**05 ‘Too much money is spent on places of worship.’**

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

**Target: Evaluation of the view that money spent on places of worship would be better spent on other things**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Money could be given to charity / religious leaders could use the money to help the community instead / they are just buildings – worship can take place anywhere / God is more pleased with showing love to others than worship in a building / some buildings are nearly empty.

**Other views**

Religious believers give money for the upkeep so should use it for this / worth it if it inspires them to worship / buildings can be used to help the community / some are full every week so they serve a purpose / buildings give the religion a presence and identity.

**(6 marks) AO2**



**2 Worship**

**06 Name a religious leader in each of two religions.**

**Target: Knowledge of correct terms for leaders of worship**

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

- Buddhism** Bhikkhus and bhikkunis (monks and nuns) / lama / Dalai Lama.
- Christianity** Priest / vicar / curate / minister / pastor / bishop / Pope.
- Hinduism** Priest / Brahmin / guru / pandit.
- Islam** Imam / hafiz / mullah / alim / mufti / sheik / Ayatollah.
- Judaism** Rabbi / chazzan.
- Sikhism** Granthi / ragi.

Award one mark for a correct answer in each of two religions. Allow the name of the founder of a religion.

**(2 marks) AO1**

**07 Describe briefly the role of a religious leader during worship in each of two religions.**

**Target: Knowledge of the role of the leader of worship in two religions**

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

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

- Buddhism** Leads meditation / gives a sermon (teaching).
- Christianity** Consecrates bread and wine / gives communion (Mass, Eucharist) / sermon / leads prayers.
- Hinduism** Performs rituals (ceremonies) / gives teaching / leads meditation.
- Islam** Stands in front line of prayer / gives a sermon.
- Judaism** Rabbi gives a sermon / chazzan leads hymns, readings and prayers.
- Sikhism** Granthi reads from the Guru Granth Sahib / ragis play music and sing hymns / someone may also give a spoken explanation of the reading or hymns.

Award up to two marks for each religion.

**(4 marks) AO1**

**08 ‘It does not matter which day is used for worship.’**

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

**Target: Evaluation of whether a particular day is necessary for worship**

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

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

Most religions have a special day for worship / Shabbat observance commanded in Judaism / continued in observance of Sunday in Christianity / Jummah prayers commanded to take place on Friday in Islam / if everyone worships on the same day, there is a sense of unity in the religion / place of worship can be open and religious leaders prepared for one main day a week.

Worship is a state of mind, not to do with what day it is / people should be able to worship on any day that is convenient to them / God cares more about someone’s thoughts or heart than about what day it is / not all religions have a special day.

Credit any reasonable idea.

**(3 marks) AO2**

**09 Explain the importance of either prayer or meditation for a religious believer.**

**Target: Understanding of the importance of prayer / meditation for a religious believer**

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

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

Both increase sense of community if done with other believers / help to understand things more clearly / bring peace of mind.

Prayer can result in being forgiven / feeling closer to God / submission to God / having your prayers answered / knowing that someone is listening to you / God can speak to you.

Meditation clears the mind of distractions / purifies the soul (atman) / can result in enlightenment or realisation / is good for your health.

**(3 marks) AO1**

## 10 ‘The best place to worship is at home.’

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

**Target: Evaluation of the claim that the home is the best place in which to worship**

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Home is where you are most comfortable so an ideal place to worship / can be alone so worship is just between you and God / can worship in your own way and in your own time / home is connected with the rest of your life so worship becomes a central part of life / can worship in a more intimate way with a small group of family and/or friends.

**Other views**

God’s presence is felt more deeply in a place of worship (“house of God”) so is better than your home / can worship with a larger group of fellow believers than could fit in your home so more uplifting and / or unifying / some places (e.g. places of pilgrimage) are linked with special acts or revelations of God / worship needs to be led by a qualified person who is more likely to be found at a place of worship.

**(6 marks) AO2**

**3 Pilgrimage**

**11 Name a place of pilgrimage in each of two religions.**

**Target: Knowledge of places of pilgrimage in two religions**

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

- Buddhism** Lumbini / Bodh Gaya / Bodhi tree / Sarnath / Kushinagara.
- Christianity** Bethlehem / Jerusalem / Rome / Lourdes.
- Hinduism** Varanasi / Hardwar / Rishikesh / Prayag (Allahabad) / Mathura / Vrindabhan.
- Islam** Makkah / Ka’aba / Safa and Marwa / Mina / Arafat / Mount of Mercy / Madinah / Jerusalem.
- Judaism** Israel / Jerusalem / Western Wall / Yad Vashem.
- Sikhism** Golden Temple / Amritsar / Five Takhts / Kartapur / Goindwal.

Award one mark for a correct answer in each of two religions. Accept spelling variations.

**(2 marks) AO1**

**12 Explain briefly why each has become a place of pilgrimage.**

**Target: Understanding of reasons for certain places becoming pilgrimage sites**

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

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

- Buddhism** Lumbini – birth place of the Buddha at Lumbini / Bodhi tree where Buddha was enlightened at Bodh Gaya / deer park at Sarnath – Buddha gave his first teaching / Temple of Buddha’s final Nibbana (death) at Kushinagara / other sites associated with cuttings from the Bodhi tree or relics of the Buddha.
- Christianity** Church of the Nativity, Bethlehem – birth place of Jesus / sites of Jesus’ passion, death and resurrection in Jerusalem – Mount of Olives, Via Dolorosa, Church of the Holy Sepulchre, Garden Tomb / St. Peter’s in Rome – linked to the martyrdom of Peter and the establishment of the Christian Church / the Grotto of the Holy Virgin at Lourdes – associated with the story of St. Bernadette.

<b>Hinduism</b>	The city of Varanasi on the river Ganges where Shiva is said to have lived / Rishikesh and Hardwar – also linked to the holy river Ganges where pilgrims bathe to rid themselves of bad karma / Prayag or Allahabad where two holy rivers, Ganges and Jumna, meet / Mathura or Vrindabhan where Krishna was born.
<b>Islam</b>	Sites of the Hajj were laid down by Muhammad – the Ka-aba in Makkah associated with Ibrahim (Abraham), Safa and Marwa associated with Hagar and Ishmael, the plain of Arafat and Mount of Mercy where pilgrims can obtain forgiveness for all their sins, Mina and the three stone pillars where pilgrims symbolise their rejection of Satan’s temptations / the mosque and tomb of Muhammad in Madinah / the Dome of the Rock in Jerusalem where Muhammad’s footprint is preserved at the point where he ascended to Paradise in his ‘night journey’.
<b>Judaism</b>	Israel itself and Jerusalem in particular associated with the history of the Jewish nation / the memorial to victims of the Holocaust and ‘righteous Gentiles’ at Yad Vashem / the Western Wall, last remaining wall of the Temple, the previous centre of the Jewish religion.
<b>Sikhism</b>	The Golden Temple in Amritsar and the other four Takhts – places of authority in Sikhism, / Kartapur associated with the last years of Guru Nanak / Goindwal associated with the celebration of three main festivals at the time of Guru Amar Das.

Award up to two marks for each religion.

**(4 marks) AO1**

**13 ‘Going on pilgrimage costs too much.’**

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

**Target: Evaluation of whether pilgrimage is worth the sacrifices involved**

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

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

The benefits can be gained without going to a pilgrimage site, e.g. a religious experience, healing, meeting other believers / money and time could be better used helping others / examples of the costs involved / others take advantage of pilgrims just to make money out of them .

Sacrifice is what makes pilgrimage worthwhile, e.g. as submission to God, earning merit or good karma / no price is too much to pay for the experience you gain.

**(3 marks) AO2**

**14 Explain the value of meeting other pilgrims during a pilgrimage.**

**Target: Understanding of why meeting other pilgrims on pilgrimage is valuable**

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

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

Strengthens your own faith / broadens understanding of the religion and / or pilgrimage / increases impact of the experience because others share it / offers a new perspective / make new friends.

**(3 marks) AO1**

**15 ‘Every pilgrimage should be a life-changing experience.’**

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

**Target: Evaluation of the claim that all pilgrimages should be life-changing**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

The purpose of pilgrimage is to have a new experience / this could be through feeling closer to God, meeting with other pilgrims, receiving forgiveness or healing / even if it is to achieve merit or good karma, this is life-changing because it affects rebirth or reincarnation / a better understanding of your religion, through seeing a place that is very important in its history, should be life-changing / it usually costs a lot of time, money and effort, so if it is not life-changing these are wasted.

**Other views**

Some pilgrimages may be disappointing because the place is commercialised / other pilgrims are not serious about the purpose of the pilgrimage / the person experiences nothing / is not healed / there is no evidence that the place is really special / earning merit or good karma is not possible simply by visiting a place / religious experiences cannot be guaranteed by anything we do.

**(6 marks) AO2**

**4 Origins and Beliefs**

**16 Describe briefly what each of two religions teaches about God.**

**Target: Knowledge of teachings about God in two religions**

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

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

<b>Buddhism</b>	Buddha taught followers not to seek help from gods in their search for enlightenment / Nibbana is the only reality that is permanent / Buddha achieved Nibbana so Buddha Nature is permanent / belief in Buddhas and Bodhisattvas in Mahayana / Buddha heavens.
<b>Christianity</b>	God is one but also three (Trinity) / God is Father, Son and Holy Spirit / God created and sustains the universe / God became a human being (incarnation) / God speaks to people (revelation), e.g. through the Bible / God is all-powerful, all-knowing, all-loving, eternal.
<b>Hinduism</b>	The Ultimate Reality is Brahman, the all-pervading world-soul (atman) / everything comes from Brahman and will return to it / Brahman is beyond our ability to understand or describe / three aspects of Brahman are Brahma, Vishnu and Shiva (Trimurti) / Brahma is the creator, Vishnu the sustainer and Shiva the destroyer / the many gods and goddesses are aspects of Brahman.
<b>Islam</b>	There is one God, Allah, as stated in the Shahadah / Allah has 99 names but it is impossible to understand him completely / Allah created the universe and will judge all people on the final day / Allah is compassionate and merciful (forgiving) / Allah has no partner (wife or son) / Allah is all-powerful, all-knowing and eternal.
<b>Judaism</b>	God is one as stated in the Shema ("Hear O Israel") / God's name is so holy it cannot be written in full / God created and sustains the universe / God is all-powerful, all-knowing and eternal / God gave the Torah to Moses / God will judge all people but is also forgiving / God cannot be fully understood.
<b>Sikhism</b>	God is one as stated in the Mool Mantar / God is eternal, without form and neither male nor female / God created and sustains the universe / God can be seen in and through his creation (immanent) / God is the great teacher (Waheguru) and is made known to us through the Gurus / God cannot be fully understood.

Award up to two marks for each religion.

**(4 marks) AO1**



**17 ‘You have to believe in God to be religious.’**

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

**Target: Evaluation of whether a belief in God is essential in religion**

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

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

In most religions believing in God is the most important belief (Apostles’ Creed, Shema, Shahadah, Mool Mantar) / if you didn’t believe you wouldn’t follow the religion / many religious activities (prayer, worship) assume belief in a God.

Buddhists are religious but do not have to believe in a God / you can still attend worship / meditation, fasting, giving money, pilgrimage can still be beneficial without belief.

Credit any reasonable point.

**(3 marks) AO2**

**18 Explain the value of founders or prophets to religious believers.**

**Target: Understanding of the value of founders and prophets to religious believers**

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

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

God is hard to understand so a person who reveals God, brings a message from God or teaches people what to believe is helpful / it is easier to see what God wants if a human being lives it out / founder or prophet can train disciples or followers / can write holy book / credit any example of a religious founder, prophet or guru.

**Buddhism** Buddha shows that enlightenment is possible / teaches us how to achieve enlightenment / Buddha’s sayings in Dhammapada still guide people today.

**Christianity** Jesus is God incarnate / shows us what God is like / how much God loves us / lived a perfect life for us to follow / teaches Christians how to behave.

**Hinduism** Could say that founders have no value because they are not known / Rama and Krishna, incarnations of Vishnu, show us how to live / gurus and holy people lead their followers closer to God.

**Islam** Prophets starting with Adam bring a message from God / some, like Muhammad, leave a holy book / set an example for us to follow / teach us true beliefs.

**Judaism** God (HaShem) made covenants with Abraham and Moses / founded the nation of Israel, God’s chosen people / delivered the Torah, God’s Law.

**Sikhism** Ten Gurus taught about God / Nanak corrected mistaken beliefs / Angad introduced langar / Gobind founded Khalsa and established Guru Granth Sahib.

**(3 marks) AO1**

**19 Explain briefly what some religious believers mean by ‘soul’.**

**Target: Understanding of what is meant by ‘soul’**

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

Soul is the part of us that survives death / goes to heaven or hell / is reincarnated / is also called atman / is the real or deepest part of us / the part of us that thinks and feels / has a relationship with God / is not permanent according to Buddhism.

Award one mark for a simple point and a further mark for another point or for development.

**(2 marks) AO1**

**20 ‘Belief in life after death just encourages people to obey rules.’**

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

**Target: Evaluation of the claim that the belief in life after death is a tool of control**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

There is no other reason for believing in life after death / most people who believe in life after death are religious / people obey rules because they fear punishment or want to be rewarded / some religious rules seem to have no point in this life so only make sense if there is life after death.

**Other views**

Life after death is about making progress towards the goal of enlightenment, moksha or mukti / in other religions people want to go to heaven so they can be with God / some people who do not follow any religious rules believe in life after death / reincarnation explains the inequalities we see in this life / if there was no life after death there would be no justice / people obey religious rules out of submission to God or admiration for the person who commanded them.

**(6 marks) AO2**

**5 Practices and Belonging**

**21 Name one festival in each of two religions.**

**Target: knowledge of names of festivals in two religions**

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

- Buddhism**      Wesak / Songkran.
- Christianity**      Christmas / Easter.
- Hinduism**      Holi / Diwali / Divali.
- Islam**      Eid (Id) ul Fitr / Eid (Id) ul Adha.
- Judaism**      Yom Kippur / Rosh Hashanah / Pesach.
- Sikhism**      Baisakhi / Vaisakhi / Diwali / Divali.

Award one mark for each religion.

**(2 marks) AO1**

**22 Describe briefly religious celebrations which take place in each of these festivals.**

**Target: Knowledge of how festivals are celebrated in two religions**

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

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

- Buddhism**      Wesak: taking gifts to the monks and offerings to a shrine, image of the Buddha or stupa / renewing commitment to the Refuges and the Precepts / chanting sutras, teaching and re-telling Jataka stories.  
  
Songkran: throwing water over each other / parading and bathing images of the Buddha / visiting a monastery with gifts of food and sometimes sand / making New Year’s resolutions / visiting family and relatives.
- Christianity**      Christmas: exchanging gifts and cards / midnight mass (communion) and other special services / visiting family and relatives / acts of kindness / lead-up includes decorating trees, carol-singing, performing Nativity plays, services of “nine lessons and carols”, Christingle services.  
  
Easter: giving and eating chocolate eggs / decorating eggs and other types of fun with eggs / sunrise services, processions and re-enactments / Pope’s address.

<b>Hinduism</b>	<p>Diwali: decorating homes, streets, temples with lights (diwa) / visiting family and relatives / wearing new clothes / special treatment for animals / settling debts and accounts / offering puja to Lakshmi / exchanging gifts and cards / fireworks / re-enactments of the Ramayana.</p> <p>Holi: throwing coloured water or powder and other types of fun / lighting bonfires and carrying babies around them / role reversal games and public flirting / singing and dancing / worship of Krishna.</p>
<b>Islam</b>	<p>Eid ul Fitr: large gatherings at mosques / wearing new clothes / visiting family and relatives / giving charity (zakat ul fitr) and sharing food.</p> <p>Eid ul Adha: sacrificing animals / sharing food with the poor / congregational prayers / visiting families and friends.</p>
<b>Judaism</b>	<p>Rosh Hashanah and Yom Kippur: large gatherings at synagogues / blowing of the ram's horn (shofar) / repenting and making up with others / 25 hour fast / eating slices of apple dipped in honey on Rosh Hashanah.</p> <p>Pesach: preparing the home by spring cleaning and removing all yeast and grain products / eating unleavened bread (matzos) / the seder meal with symbolic food items and asking four questions / visiting family and friends.</p>
<b>Sikhism</b>	<p>Baisakhi: decorating gurdwaras / attending worship, especially kirtan (music, singing and chanting) / processions led by five men in traditional dress (panj piaras) / Khalsa initiation (amrit) ceremonies.</p> <p>Diwali: decorating homes, streets, gurdwaras (especially the Golden Temple) with lights / spring cleaning homes and wearing new clothes / fireworks / exchanging gifts and cards.</p>

Credit knowledge of other customs and festivals as long as only one festival per religion.

Award up to two marks for each religion.

**(4 marks) AO1**

**23 ‘Religious festivals are just an excuse for shops to make money.’**

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

**Target: Evaluation of whether festivals have any value other than commercial**

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

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

Shops sell gifts, cards, food, etc. relating to some festivals / many people celebrate festivals by buying these things even though they are not religious / some festivals have been exploited by retailers, e.g. selling Christmas goods in September.

Festivals can be celebrated without buying anything, e.g. meeting family or fellow believers / even if shops make money, religious believers find great meaning in festivals / credit any reasonable view about the value of festivals.

Credit any reasonable point.

**(3 marks) AO2**

**24 Explain how religions guide believers in their daily lives.**

**Target: Understanding of the rules for daily lives in religions**

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

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

All religions provide rules for believers to follow / holy books often contain these rules / religious leaders provide teaching and guidance / credit any example of rules put forward by a religion or a set of rules, e.g. Five Precepts, Ten Commandments.

**(3 marks) AO1**

**25 ‘Religious rules are about food are not important to believers.’**

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

**Target: Evaluation of the view that dietary laws, fasting and attitudes to meat are not important to believers**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Rules about food are less important than protecting people’s lives / not mentioned in the Ten Commandments / other rules affect daily life just as much and are important from God’s point of view / what you eat, etc. is not what makes you a moral person / how we treat people is more important than food / some people cannot choose what they eat.

**Other views**

All religions have teaching on meat-eating and / or dietary laws / Islam (hallal) and Judaism (kashrut) give them special prominence / other aspects of religious teaching have less impact on daily life, e.g. rules about prayer / fasting is an important practice in most religions / if everyone followed the rules on food, people would be healthier and / or the world would be a much better place for animals.

**(6 marks) AO2**

**6 Authority**

**26 Name one holy book in each of two religions.**

**Target: Knowledge of the names of holy books in two religions**

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

**Buddhism** Tripitaka (Tipitaka) / Pali Canon / Sutra Pitaka / Vinaya Pitaka / Abhidharma Pitaka / Dhammapada / other named texts.

**Christianity** Bible / Old Testament / New Testament. Allow e.g. 'Genesis'.

**Hinduism** Vedas / Rig Veda / Upanishads / Puranas / Mahabaratha / Bhagavadgita (Gita) / Ramayana / Laws of Manu.

**Islam** Quran (Koran) / Hadith.

**Judaism** Torah / Tenakh / Talmud. Allow e.g. 'Genesis'.

**Sikhism** Guru Granth Sahib / Adi Granth / Gutka / Dasam Granth.

Award one mark for each religion.

**(2 marks) AO1**



- 27 Explain briefly how religious believers show respect for holy books in each of these two religions.**

**Target: Understanding of how respect is shown to holy books in two religions**

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

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

<b>Buddhism</b>	Monks learn texts by heart / recite them / teach them to others / copy them by hand / put them into practice / disposed of respectfully.
<b>Christianity</b>	Individuals read Bible to hear God speaking / readings in church / placed on lectern / explained in sermons / quoted in giving advice / translated into hundreds of languages / put into practice.
<b>Hinduism</b>	Brahmins learn Vedas by heart / recite them in ceremonies / used in teaching the religion / stories re-enacted / put into practice / disposed of respectfully.
<b>Islam</b>	Placed on stand to read / wash before touching / covered when not being used / studied / taught by imam or mullah / learnt by heart / recited in Arabic / respect for original language / disposed of respectfully.
<b>Judaism</b>	Kept in the Ark / covered in mantle and ornaments / carried in procession / words not touched / use yad / raised up and shown around / respect for original language / copied meticulously / disposed of respectfully.
<b>Sikhism</b>	Opened on takht under canopy / chauri waved over it / covered by rumallahs / carried above head / stored on bed in room of its own / recited/chanted by ragis and granthi / used in teaching.

Award up to two marks for each religion.

**(4 marks) AO1**

**28 Explain why it is important to have religious leaders to interpret the holy books.**

**Target: Understanding of the importance of religious leaders in relation to holy books**

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

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

Religious leaders can explain what the language and the teachings of the holy book mean / holy books are difficult to understand if you read them on your own / they can make them relevant today / they can answer believers' questions and problems.

**(3 marks) AO1**

**29 'Stories about religious founders and prophets are not relevant to modern life.'**

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

**Target: Evaluation of the relevance of stories about religious founders and prophets**

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

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

All the stories about founders and prophets were written a long time ago / religions do not allow the stories to be changed / modern life is very different from the times when the founders and prophets lived / credit examples of modern problems not dealt with explicitly in the stories.

The stories are relevant if the ideas in them are understood properly / the example set by a founder or prophet is timeless / we should still follow the teachings of the founders and prophets today / our modern world would be better if we did.

Credit any reasonable point.

**(3 marks) AO2**

## 30 'Religious traditions should never change.'

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

**Target: Evaluation of the view that religious traditions should not change**

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

#### **Agree**

Religions must keep what their founders taught them without changing it / God is the same for all time and religious traditions should reflect this / changing things causes arguments and disunity / modern trends are against God so should be resisted / no one today has the authority to change religious traditions – it would require a new prophet / credit examples of particular traditions which are put forward as true for all people and all times.

#### **Other Views**

If they don't change religions will not be relevant and will die out / people today need beliefs and teachings that are suited to modern life / young people will not be attracted by old-fashioned ideas / modern problems like war and terrorism need modern solutions / some religions began as improvements of older religions – the same is needed now / some traditions do not go back to the origins of the religion so these should be changed.

**(6 marks) AO2**

