



**General Certificate of Secondary Education
June 2011**

Religious Studies **40556**

Specification B

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

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

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

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

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

Quality of written communication will be assessed in each six mark A02 answer. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

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

1 Places of Worship

01 Describe the inside of a place of worship in each of two religions.

Target: Knowledge of the interiors of places of worship in two religions

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

Candidates may include some of the following points:

Buddhism	Shrine room contains statue or picture of Buddha / vase or tray of flowers / lighted candle or lamp / incense burning / Buddhist texts on walls or thangkhas / no seats / worshippers sit in floor.
Christianity	Altar (or pulpit in some churches) is focal point / candles on altar / bread and wine there if communion is taking place / pulpit raised up so preacher can be seen and heard / Bible open on lectern / font (or baptistery) for baptism / stained glass windows/ pews/ seating/ organ/ musical instruments. Features of churches in other denominations may be described.
Hinduism	Murtis (images) of various gods and goddesses / principal god of the temple in central shrine with a canopy above / this murti decorated with rich clothing / offerings of food, money, incense and flowers.
Islam	Open space covered in carpet (no seats) / separate area for women to pray / direction of prayer (qiblah) marked by alcove in one wall (mihrab) / short flight of steps to a platform (minbar) where imam can speak / quotations from Quran and patterns on walls / no pictures.
Judaism	Ark containing scrolls is focal point / curtain in front of the Ark / eternal light (ner tamid) hangs above the Ark / Ten Commandments displayed on wall / raised platform (bimah) in centre where scrolls are read / seating downstairs for men / separate gallery for women in Orthodox synagogues / no pictures of people.
Sikhism	Guru Granth Sahib is focal point / open on a raised platform (takht) / decorated canopy (palki) above this / expensive coverings (rumallahs) for the book when it is not being read / offerings of money, flowers and food / no seats / worshippers sit on floor / pictures of the gurus around the wall. Other rooms (langar / bedroom) may be described.

(2 x 3 marks) AO1

02 Explain why religious believers go to a place of worship.

Target: Understanding of why religious believers go to places of worship

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

Candidates may include some of the following points:

Believers go because it is the “house of God” (more applicable in some religions) / they want to join in worship with other believers / they want to receive religious teaching / they find it easier (more peaceful, less distracting) to worship there than at home / the atmosphere and/or design of the building helps them to worship / it is a special or holy place / they enjoy the community events held there/rites of passage.

(3 marks) AO1

03 ‘Religious buildings do not attract young people.’

What do you think? Explain your opinion.

Target: Evaluation of whether religious buildings attract young people

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

Candidates may include some of the following points:

Many places of worship are old / built according to traditional pattern / feel strange compared with other buildings / young people may like to worship in more modern surroundings/some do not believe in God/ only go because of their parents.

Religious buildings attract people of all ages who want to worship / they are a comfort to people who are upset by a changing world / the building connects young people with the past / many features of religious buildings are full of meaning / useful for teaching young people.

(3 marks) AO2

04 *‘Places of worship are only important for the people who worship there.’*

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

Target: Evaluation of claim that places of worship have value only for people who worship there

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

They are empty shells (just bricks and mortar) unless you worship there / meanings of the building's design and what's in it are only meaningful to the worshipper / has special associations for the person who worships there regularly / it feels like home if you belong to the religion / it's the "house of God" but only a person who comes to worship will be aware of this.

Other views

Visiting a place of worship is a good way to learn about the religion / the history of a place / non-religious visitor may be inspired to believe / may be desperate for help / building could be centre of the community even though not everyone worships there / a beautiful place can be appreciated by anyone / people are proud of their heritage even if they are not religious.

(6 marks) AO2

2 Worship.

05 Describe how religious believers worship at home in each of two religions.

Target: Knowledge of how religious believers worship at home in two religions

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

Candidates may include some of the following points:

Buddhism	Reciting the Three Refuges and the Five Moral Precepts / praying for a long life or a good rebirth / meditating by focussing on one thing, e.g. breathing, loving-kindness / reading from the Tripitaka / lighting incense in front of an image of the Buddha / bowing to the statue / chanting a mantra.
Christianity	Having a quiet time to pray and / or read the Bible / reciting set prayers using a rosary / praying for themselves, their family and friends using their own words / praying or meditating in front of an icon / saying grace before a meal / praying before going to bed / having family devotions so parents can teach children about prayer and the Bible.
Hinduism	Making offerings of food, incense or flowers in their own shrine / performing arti by waving a lighted lamp in front of the image / passing their hands over the flame and touching their forehead / repeating the name of the god or goddess / chanting a mantra, e.g. Om / performing havan by offering rice and ghee in fire.
Islam	Praying in a clean place, e.g. on a prayer mat after removing their shoes and washing (wudu) / reciting prayers or the names of Allah using prayer beads (tasbeeh) / teaching children to pray and read the Quran / reciting the call to prayer, e.g. whispering it into a baby's ear soon after it is born / reading and meditating on the Quran.
Judaism	Putting on tefillin and tallit / praying set prayers / reading and meditating on the Torah / teaching children to do the same / celebrating Shabbat once a week with the family / mother welcomes the Shabbat by lighting two candles / father blesses the wine (Kiddush), the bread (challah) and the children / performing the havdalah ceremony to separate Shabbat from the rest of the week.
Sikhism	Rising early to bathe and spend time meditating on God / repeating God's name or calling God to mind (Nam simran) / chanting hymns from the gurbani / reading the Guru Granth Sahib / teaching children from the holy book / meditating using prayer beads (mala) / praying before going to bed.

(2 x 3 marks) AO1

06 Explain why some religious believers use aids to worship.

Target: Knowledge and understanding of why religious believers use aids to worship

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

Candidates may include some of the following points:

General points may be that they help them to concentrate / to focus / to remind them of who they are worshipping / prayers they need to say.

Specific points may be that the sound of a singing bowl / gong aids meditation / a candle is a focus in meditation / looking at a mandala aids the worshipper to reach the central point of meditation / a yarmulka reminds Jews they are in the presence of God / prayer beads or rosary remind worshipper of prayers / mantras / names of Allah / Tibetan Buddhists write mantras in prayer wheels and on flags so that the mantra is repeated.

(3 marks) AO1

07 ***‘People worship because it brings them peace.’***

What do you think? Explain your opinion.

Target: Evaluation of whether people worship because it brings them peace

This will be a personal response.

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

Candidates may include some of the following points:

Worship through prayer and meditation is a way of calming the mind / being in God’s presence brings peace to the worshipper / when people worship together they are united, so they are at peace with each other / life is very busy and noisy and worship is a time to be quiet and still.

The purpose of worship is about God, not the worshipper / believers want to praise and thank God / they may be upset because they have something to confess / worship is about what you give to God, not what you receive / in some religions it is about gaining merit / in some it is part of a relationship with God / human beings were created to worship God.

(3 marks) AO2

08 **'Worship should be as simple as possible.'**

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

Target: Evaluation of claim that worship should be as simple as possible

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

If worship is simple then everyone, including children, can join in / no one will feel excluded because they do not understand / know what to do / people will realise that they can worship on their own without having someone to lead them / there will be freedom to worship more often and in more places / worship will be easier to fit into people's busy lives.

Other views

God must be approached in the proper way / worship is not about convenience or pleasing everyone / meditation is bound to be difficult because no one finds it easy to still their mind and concentrate / all the actions and words in worship have a special meaning so they should not be left out / worship should challenge people to change their way of life so it is not meant to be easy.

(6 marks) AO2

3 Pilgrimage

09 Describe what pilgrims see and do at a place of pilgrimage in each of two religions.

Target: Knowledge of what pilgrims do at a place of pilgrimage in two religions

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

Naming or describing a place where pilgrims go is sufficient to gain Level 1, but a description of actions is necessary for Levels 2-3.

Candidates may include some of the following points:

Buddhism Prostrate themselves / chant mantras and meditate / make offerings in front of the Buddha image / listen to teaching from the monks / any Buddhist site (Lumbini, Bodh Gaya, Sarnath, Kushinagara, etc.) could be linked to these actions.

Christianity In Bethlehem, kiss the silver star in the grotto under the Church of the Nativity / in Jerusalem, process along the Via Dolorosa carrying a cross / in either place (or at the Garden of Gethsemane, Upper Room, Church of the Holy Sepulchre, Garden Tomb, etc.) praying with other believers, listening to teaching about the life of Jesus / in Rome, listening to or meeting the Pope / in Lourdes, bathe in the water and pray for healing / light candles in the grotto and join in candlelit procession / in either place, attend Mass.

Hinduism	At Varanasi or Prayag, bathe in river Ganges to be cleansed from sin / take part in religious discussions / sing hymns and chant mantras / prepare food for the holy men and women or the poor / at Mathura and Vrindavan, pray and make offerings at sites linked with Krishna.
Islam	Put on white robes (ihram) before entering Makkah / circle the Ka'aba seven times and, if possible, touch the black stone / pray in the Grand Mosque / walk or run between the hills of Safa and Marwa seven times / stand for hours on the plain of Arafat praying / confess their sins and listen to teaching on the Mount of Mercy / throw stones at three pillars in Mina / sacrifice an animal / shave their heads / in Madinah pray in the Prophet's Mosque where Muhammad is buried and bring greetings to him / in Jerusalem pray in the Al-Aqsa mosque.
Judaism	Pray at the Western Wall / place prayers on rolls of paper in cracks of the wall / take part in Bar Mitzvah ceremonies for teenagers / at Yad Vashem, remember family members or the vast numbers of Jews who died in the Holocaust / read or listen to the personal stories of people who died.
Sikhism	At Amritsar, bathe in the Pool of Nectar before entering the Golden Temple (Harimandir) / follow procession of the Guru Granth Sahib along the causeway / worship with other believers in the Akal Takht opposite the Golden Temple or one of the other Takhts in the Punjab.

(2 x 3 marks) AO1

10 Explain how going on a pilgrimage might change a religious believer.

Target: Understanding of the impact of pilgrimage on an individual

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

Candidates may include some of the following points:

They might have been healed / experienced forgiveness leading to relief and joy / changed their ideas, e.g. about what's important in life / increased their faith / have a better understanding of their religion / more peaceful and considerate to others.

(3 marks) AO1

11 ***‘Being with other religious believers is the best part of a pilgrimage.’***

What do you think? Explain your opinion.

Target: Evaluation whether being with other religious believers is the best part of a pilgrimage

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

Candidates may include some of the following points:

Someone’s faith can be strengthened by being with other believers / can make new friends with similar beliefs / will help someone learn about religion in the modern world rather than the past / may meet people from all over the world / strengthens unity and sense of community in the religion.

If someone has an experience of healing / forgiveness / meeting God that is better than being with other people / being in a special place or seeing an important site may be a once-in-a-lifetime experience regardless of the other people there.

(3 marks) AO2

12 ***‘A place of pilgrimage can be anywhere that has a special meaning for people.’***

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 any place can be a pilgrimage destination if it has a special meaning for people

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Pilgrimage is all about having an experience that helps someone spiritually so this could be in any place that is special / someone's life could be changed by going to a place that is personally special to them / God is everywhere so any place where people experience God (or experience enlightenment) could become a place of pilgrimage.

Other Views

Pilgrimage is a journey for religious reasons so must be to a place with religious significance / a place linked with the founder or history of the religion / a place where many religious believers will go because they recognise that something important happened there, e.g. a miracle (not just a personal experience) / a place which unites believers in the religion.

(6 marks) AO2

4 Origins and Key Beliefs

13 Describe the teachings about the afterlife in each of two religions.

Target: Knowledge of the teachings about the afterlife in two religions

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

Candidates may include some of the following points:

Buddhism	No permanent self or soul (anatta) / kamma from one life sets another life in motion (samsara) / living skilfully creates good kamma and leads to a better rebirth / goal is to achieve enlightenment / Nirvana.
Christianity	Soul is immortal – goes on living after the body dies / body will be raised to life on Day of Judgement / resurrection of Jesus/ God will decide whether a person goes to heaven or hell / Roman Catholics believe in purgatory.
Hinduism	After the body dies, the atman takes on another body (reincarnation) / karma decides whether it is a good reincarnation or not / endless cycle of birth and death (samsara) is only ended when the atman achieves union with Brahman (moksha).
Islam	Soul is immortal – goes on living after the body dies / will be questioned by the angel of death / taken to barzakh (place of waiting) / body will be raised to life on Day of Judgement / sorting of people into Paradise or Hell / crossing Sirat Bridge faster if life has been good.
Judaism	Different ideas / Tenakh speaks of Sheol (world of the dead) / some Jews hope for resurrection and immortality when the Messiah comes / many believe in Day of Judgement / sinners will be cleansed.
Sikhism	Soul is immortal / reincarnated in another body after death / karma decides if it is a good reincarnation or not / goal is to achieve mukti – freedom from samsara (endless reincarnation) / divine spark (soul) will then be reunited with God.

(2 x 3 marks) AO1

14 Explain how believing in the afterlife may affect the way a religious believer lives.

Target: Understanding of the impact of belief in life after death on the lives of believers

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

Candidates may include some of the following points:

Makes them behave according to the rules of the religion / gives them comfort when someone they love has died / seek forgiveness / prepare themselves for death / treat animals kindly / willing to be martyred / give up wealth and comfort in this life.

(3 marks) AO1

15 ‘Believing in God is the most important part of a religion.’

What do you think? Explain your opinion.

Target: Evaluation of whether belief in God is the most important part of religion

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

Candidates may include some of the following points

God is the most important person in the Universe let alone religion / God is the centre of prayer and worship / the rules of religion come from God / if you do not believe in God, the rest makes no sense / other beliefs like the afterlife depend on God being real / faith in God will keep someone going when everything else fails.

Buddhists do not believe in God / how people live is more important / many people carry on in a religion without believing in God / being part of the community is more important / religion can teach people how to treat others without making them believe in God.

(3 marks) AO2

16 ***'It does not matter today how a religion started.'***

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 it does not matter today how a religion started

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

To follow a religion you do not have to know how it started / doing what the religion says is the most important thing / religions started a long time ago / we cannot be sure if the stories are true / modern times are different to the period when the religion began so following a religion today has to be different too / believers need up-to-date examples to follow / problems of life are different today so stories of how the religion began are not relevant.

Other views

How the religion began is how God meant it to be / it is part of Holy Books/ believers must follow the example of the original leaders / founders set down how the religion should be for all time / without knowing the history of a religion, one cannot know what the true beliefs are / new beginnings are an inspiration to people who want to change the word today / will make sure religious believers do not get carried away.

(6 marks) AO2

5 Practices and Belonging

17 Describe the dietary laws (food laws) in each of two religions.

Target: Knowledge of dietary laws in two religions

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

Candidates may include some of the following points:

Buddhism	Ahimsa includes not harming animals so many are vegetarian / monks and nuns can eat meat if it is offered / Buddha advised them not to eat boars, dogs, elephants, horses.
Christianity	Bible permits eating everything that lives and moves / no specific dietary laws/ vision taught that all kinds of meat are permitted / stewardship means animals should be treated with compassion/ preference for free range farming.
Hinduism	Reincarnation includes animals so most do not kill them for food or eat meat / causing harm to animals creates bad karma / cow is sacred so never eaten / dairy products purify the soul.
Islam	Animals must be killed in the name of Allah before they are eaten / makes meat halal (permitted) / no pork/ have to be slaughtered in proper way / fasting during Ramadan one of the Five Pillars.
Judaism	Orthodox observe kashrut / only eat animals if they have split hoofs and chew the cud / blood must be drained / meat and milk must be kept separate / reform Jews do not keep the letter of these rules.
Sikhism	Ritually slaughtered meat forbidden in the Kurahit / beef and pork avoided for social reasons / langar served after worship / all eat together without distinctions / vegetarian food served.

(2 x 3 marks) AO1

18 Explain why religious rules are important to some religious believers.

Target: Understanding of why religious rules are important to some religious believers

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

Candidates may include some of the following points:

General points may be that the rules come from God / the founder of the religion / the holy book / they hold the community together / they are what everyone is judged by / tell us what earns good or bad karma.

Specific points may be that they teach people not to harm others, for example in Buddhism and Hinduism / the Golden Rule says you should treat others as you want them to treat you / Islam and Sikhism (and other religions) teach equality / rules against adultery and sex before marriage protect the value of marriage / they teach people to give to the needy / serve others / respect their parents / not steal or be dishonest.

(3 marks) AO1

19 ‘Marriage is the most important rite of passage.’

What do you think? Explain your opinion.

Target: Evaluation of whether marriage is the most important rite of passage

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

Candidates may include some of the following points:

Marriage brings couples together so they can have children and this carries on the religion / other rites are mainly about the individual / marriage is about two people / brings two families together / strengthens the community.

Not everyone gets married / birth and death ceremonies apply to all / the view expressed excludes gay and lesbian people / some people want to remain single / many marriages fail.

(3 marks) AO2

20 ***‘Religious festivals are just for children.’***

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 claim that religious festivals are just for children

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Festivals are about stories that children enjoy, for example the Christmas story or Rama and Sita / they may be involved in re-enacting the story / the presents and the food are a reward to children for being good / adults find the festival boring because it is the same every year / may not believe the stories any more.

Other Views

Adults enjoy celebrating as much as children / the stories have things to teach adults as well as children / some aspects could be frightening to children, for example the sacrifice at Eid ul Adha, the story of Baisakhi or the crucifixion / giving to the poor is something adults do, not children.

(6 marks) AO2

6 Authority

21 Describe the role of religious leaders in each of two religions.

Target: Knowledge of the role of religious leaders in two religions

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

Candidates may include some of the following points:

- Buddhism** Monks provide teaching / set a good example of how to live as a Buddhist / lead meditation in the vihara / do not have to be ordained / Dalai Lama represents Tibetan Buddhists to the rest of the world / Tibetans and other Buddhists look up to him.
- Christianity** Priests, bishops and ministers lead worship / rites of passage / provide teaching / care for people in their congregation / offer advice / Pope speaks for God on earth so Catholics must obey him / Archbishop of Canterbury is the highest bishop in the Church of England / leads the Anglican Communion / speaks for Christians in Britain.
- Hinduism** Priests or pandits give advice to worshippers in the mandir / accept their offerings for the gods / lead group worship / rites of passage / offer advice in family and ethical matters / give instruction or explanation of the Scriptures / provide horoscopes.
- Islam** Imam leads prayers in the mosque / gives a sermon on Fridays / cares for people who attend the mosque / can lead rites of passage / may be a learned man (mullah) who explains the Quran and Hadith / Ayatollah is spiritual leader of Iran / Shia Muslims and others look up to him.
- Judaism** Rabbi leads and cares for people who attend the synagogue / preaches a sermon at Shabbat service / provides advice on keeping the Torah / prepares young people for Bar (Bat) Mitzvah / chazzan leads worship in the synagogue / mohel performs circumcisions / Bet Din is a rabbinical court which judges divorce and other cases.
- Sikhism** Granthi reads the Guru Granth Sahib aloud in the gurdwara / leads worship and rites of passage / offers advice from the Scriptures / teaches / jathedars from the Five Takhts make decisions which all Sikhs are expected to follow.

(2 x 3 marks) AO1

- 22** *The tradition of a religion is the way it has been practised in the past. Explain why tradition is still important today.*

Target: Understanding of why the tradition of a religion is important today

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

Candidates may include some of the following points:

Tradition is passed down from previous generations / present believers can learn from it even if they change it / do not have to re-invent everything from scratch / practices and ways of life from the past are a useful guide / helps to maintain the unity of a religion if all believers share tradition in common/ prevents believers from straying from the truth.

Check that it is focussed specifically on tradition.

(3 marks) AO1

- 23** *'All religious believers should study what their holy books say.'*

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should study what their holy books say

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

Candidates may include some of the following points:

The truth from God is found in the Holy Book / God wants people to read it or at least know what it says / will pass on what they know to their children / modern leaders may lead people away from the truth, so believers have to know the Holy Book / it contains the rules for how believers should live/examples to follow.

Holy Books are often difficult to understand / someone can believe in a religion without knowing what is in a book / may not be able to read the language / represents the past whereas some believers look to the future / in some religions only the leaders know what the Holy Book says / translations may not be available.

(3 marks) AO2

24 *'Religious leaders are more important to a religion than tradition and holy books.'*

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 in a religion leaders are more important than tradition and holy books

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Religious leaders are needed to explain the tradition and the holy books / holy books and traditions would not be relevant without leaders to apply them to life today / having someone to inspire you to follow a religion is more important than a lot of rules and tradition / leaders set an example to how to live out the religion / better than just reading it in a book / God can be experienced through the presence or teaching of a leader such as a guru.

Other views

Holy books and traditions do not change / more reliable than leaders who can be mistaken and change their minds / people die / God's Word is part of God whereas leaders are created by God / no one leader can know all the Holy Book and traditions in a religion / there will be less unity if people trust leaders rather than books.

(6 marks) AO2