



**General Certificate of Secondary Education
June 2012**

Religious Studies **40556**

Specification B

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

Final

Mark Scheme

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

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

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 students, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

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

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

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

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

1 Places of Worship

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

Target: Knowledge of the outside of the place 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

Students may include some of the following points:

Buddhism	Nearby stalls sell flowers, food and incense for offerings / stupa has square base / a dome with a pyramid and a pinnacle on top / a stone fence / design representing the four elements / shrine in front.
Christianity	Churches have a tower, a spire or a dome / built in the shape of a cross / stained glass windows visible / parish churches often surrounded by graveyards / clock and weather vane on tower / modern churches may only have a notice board that distinguishes them from other public buildings / cross symbol.
Hinduism	Temples face the rising sun / wall around with gateway / tall tower in centre over the main image (murti) / bell at the entrance for worshippers to ring as they enter / place for them to leave shoes / images or statues / om symbol.
Islam	One or more minarets for call to prayer / dome over the prayer hall / one wall built facing towards Makkah / courtyard outside with places to wash/ racks for shoes / some mosques may be in other buildings converted for the use / crescent moon and star / calligraphy / gold decoration / plain, e.g. no pictures or statues.
Judaism	Symbols such as menorah and Star of David show that it is a synagogue / no rules about what the building has to look like / stained glass windows visible / plain, e.g. no pictures or statues.
Sikhism	Nishan Sahib on a flag flies outside / entrance has racks to store shoes / four doors opening in different directions show everyone is welcome / doors are known as Door of Peace, Livelihood, Learning and Grace.

Mark using Levels 1-3 for each religion.

(6 marks) AO1

02 *‘The outside of a religious building should have religious symbols.’*

What do you think? Explain your opinion.

Target: Evaluation of whether religious buildings should display symbols on the outside

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

Students may include some of the following points:

Buildings have religious symbol to show they belong to a religion / a symbol on a building shows it is a place of worship / children in school are taught that certain symbols stand for the main religions.

Religious symbols should be inside a place of worship because they have a deeper meaning / they inspire worship / meditation / examples of symbols that teach religious truth / what it means to the believer is more important than just a sign to “outsiders”.

Credit any idea which is appropriate.

(3 marks) AO2

03 *Explain why religious communities spend money looking after places of worship.*

Target: Understanding of why communities spend money maintaining 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

Students may include some of the following points:

Places of worship are important to them because they go there to meet with God or meditate / be inspired, e.g. uplifting surroundings / building can also have many other uses, e.g. for hospitality, social events, youth clubs / maintaining them shows that the believers care about their religion / shows they love God / to maintain them / running costs have to be met, e.g. cleaning.

(3 marks) AO1

04 *'There is too much decoration inside 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 claim that there is too much decoration inside places of worship

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
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 student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 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	

Students may include some of the following points:

Agree

Lots of things to look at can be a distraction / adds to the expense of the building / none of it is necessary for worship which is from the heart / buildings should be places to think about God not full of objects.

Other views

Decoration can be inspiring / can teach religious truth / furniture is necessary for comfort / required for other uses of the building / artists use their skills as a form of worship / beauty helps people to worship God / shows their respect for God / worship = 'worthship', i.e. only the best will do for God.

(6 marks) AO2

2 Worship

05 *'Worshippers should not need aids to worship.'*

What do you think? Explain your opinion.

Target: Evaluation of whether aids are necessary for worship

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

Students may include some of the following points:

Worship is a spiritual activity so no physical objects are required / prayer and meditation involve the mind not anything physical / things to see and touch can help but they are not essential / they can detract from true devotion and worship.

We are physical beings so we need objects to help us / examples of how aids in the stimulus or other objects do help people to worship / some are commanded by the religion, e.g. Jesus gave the disciples bread and wine / help to focus or concentrate on worship.

Credit any idea which is appropriate.

(3 marks) AO2

06 Explain why worship is an important part of a religious believer's life.

Target: Understanding of the importance of worship in a believer's life

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

Students may include some of the following points:

Worship is important because it is the believer's way to come close to God / achieve enlightenment (nibbana or nirvana) / giving themselves or submitting to God is what believers must do / it is what human beings were created to do / results in good karma (kamma) / answers to prayer / forgiveness / guidance for everyday life / inspiring attitude of care for others.

(3 marks) AO1

07 Explain what each of two religions teaches about worshipping on special days.

Target: Understanding of what religions teach about special days for 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

Students may include some of the following points:

- Buddhism** No set day for worship / Buddhists are encouraged to meditate every day / only festival days are special / credit examples of worship on these days.
- Christianity** Sunday is special because Jesus rose from the dead (Easter) / Holy Spirit filled the disciples (Pentecost) / used as a day of rest / no work for some Christians / churches hold services / Christians are encouraged to pray every day.
- Hinduism** No set day for worship / Hindus perform puja every day / worship is part of everyday life and work / only festival days are special / credit examples of worship on these days.
- Islam** Muslims are expected to pray every day / Friday prayers (Jumu'ah) are special because men are commanded to attend the mosque / women can choose whether to attend / Allah created Adam on Friday / religious acts on this day gain a higher reward.
- Judaism** Shabbat (Sabbath) is special because God rested on the seventh day after creating everything / begins on Friday at sunset and ends on Saturday evening / Jews are commanded not to work / synagogues hold services / men are encouraged to pray every day.
- Sikhism** No set day for worship / every day is holy and all of life should be worship / if they live in the West, Sikhs attend gurdwara on Sunday / some festival days are special / credit examples of worship on these days.

Allow as 'special days'

- festivals
- rites of passage.

Mark using levels 1-3 for each religion.

If only general valid points are made, i.e. no reference to a specific religion, cap at Level 2.

(6 marks) AO1

08 **‘Only a trained person should lead worship.’**

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

Target: Evaluation of the claim that only a trained person should lead worship

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
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 student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 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	

Students may include some of the following points:

Agree

All religions have special people who lead worship / meditation / examples of those who do this / they are trained to be able to do this / other people would not know the correct form of words or actions / only someone who is a good example can lead others in worship.

Other Views

Believers can worship or meditate on their own / do not need anyone else to lead them / it is not the leader but the attitude of the worshipper which determines whether worship is true / worship is between the individual and God / worship is much more than what happens in a service at a place of worship.

(6 marks) AO2

3 Pilgrimage

09 Explain how a pilgrimage might help a religious believer.

Target: Knowledge of how a pilgrimage might help a religious believer

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

Students may include some of the following points:

A believer might be healed / experience God in a new way / come closer to enlightenment (nibbana or nirvana) / learn things about their religion / meet different fellow believers / be inspired by the stories and sacrifice of others / get a new perspective on their life / pilgrimage renews or strengthens their faith / leads them to believe.

NB Not just 'reasons to go', e.g. commanded to do so, going on a family holiday.

(3 marks) AO1

10 Explain the meanings of actions performed by pilgrims at a place of pilgrimage in each of two religions.

Target: Understanding of the meanings of particular actions on 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

Students may include some of the following points:

Buddhism	Reminds pilgrims of key beliefs / meditation and chanting are to turn the mind to the Buddha's teaching / purify thoughts / be inspired to live a virtuous life / prostration is to show devotion and earn merit.
Christianity	Reminds pilgrims of key beliefs / visiting places linked with Jesus and re-enacting key moments in his life are to increase understanding of and devotion to him / offer one's life to God / bathing in the water at Lourdes is for healing / lighting candles is to pray for someone or something / carrying a cross or statues of the Stations of the Cross is to represent Jesus' suffering. Accept Holy Land as a place.
Hinduism	Reminds pilgrims of key beliefs / bathing in the Ganges is to wash away sins / making offerings at holy sites is to show devotion to God / giving food to holy men and women or the poor is to earn good karma.
Islam	Reminds pilgrims of key beliefs / putting on ihram (white garments) is to show purity and the equality of all in God's sight / circling the Ka'aba and praying are to submit to God / running between Safa and Marwa is re-enacting what Hagar did / standing on Arafat is to seek forgiveness / throwing pebbles at stone pillars is to reject evil / shaving their heads is to complete Hajj.
Judaism	Reminds pilgrims of key beliefs / kissing the Western Wall is showing grief for the loss of the Temple / pushing scraps of paper into the cracks is to symbolise their prayers / holding a Bar Mitzvah ceremony is to celebrate coming of age / visiting Yad Vashem is to show respect for Holocaust victims.
Sikhism	Reminds pilgrims of key beliefs / physical pilgrimage is not important / inner journey to come close to God is what matters / bathing in the pool at Amritsar is to show that you are cleansed / following the Guru Granth Sahib as it is carried is to respect the teachings of the Gurus.

Students do not have to name particular places of pilgrimage to gain credit.

No mark for merely naming a place.

Mark using Levels 1-3 for each religion.

(6 marks) AO1

11 *‘Places of pilgrimage are spoiled because too many people go there.’*

What do you think? Explain your opinion.

Target: Evaluation of whether places of pilgrimage are spoiled because too many people go there

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

Students may include some of the following points:

Places of pilgrimage are very crowded or noisy / can be impersonal / this reduces the impact on individuals and the effect it has on their lives afterwards / it does not give believers the opportunity to grow stronger in their faith / large crowds make this harder and encourage commercialism / people could end up going for the wrong reasons.

Places of pilgrimage are exciting, important or special because of all the people present / going on pilgrimage unites huge numbers of people from the same religion / this shows the strength of the religion / could draw new people into the religion / gets the message across to a wide audience including the public at large.

(3 marks) AO2

12 ***‘A place of pilgrimage is only special if a miracle happens there.’***

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 a place of pilgrimage is only special if a miracle happens there

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

Students may include some of the following points:

Agree

Many places of pilgrimage are where miracles happened / a miracle is an amazing thing that happens which shows that God is there / the miracle shows that a person has really met with God / examples of these / many pilgrims go there hoping to experience a miracle, e.g. healing.

Other Views

Pilgrimages are special for a variety of reasons / examples of these / may have significance or value for an individual apart from any miracle / some places of pilgrimage bring back sad memories, e.g. the crucifixion, the destruction of the Temple / they are special because of the memories.

(6 marks) AO2

4 Origins and Beliefs

13 Describe how each of two religions started.

Target: Knowledge of the origins of 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

Students may include some of the following points:

Buddhism	Began in India with Siddhattha Gotama / saw Four Sights that shocked him / left his palace to search for the truth about how to overcome suffering / eventually found the answer through meditation / became Buddha, the Enlightened One / taught others his way to enlightenment (nibbana or nirvana) and so started Buddhism.
Christianity	Began in the Roman Empire where Jesus was born / he preached about the kingdom of God and performed miracles / 12 disciples followed him / they called him the Messiah (anointed one) / the religious leaders did not accept this and had him crucified / after he rose from the dead and went into heaven, the disciples continued to spread Christianity.
Hinduism	Began in the Indus Valley (North West India) / there was no founder who started the religion / the Aryan people spread into the rest of India bringing their belief in many gods / the most important gods became Brahma, Vishnu and Shiva / Rama and Krishna were incarnations (avatars) of Vishnu on earth.

- Islam** Began in Makkah where Muhammad was born / he received revelations from Allah and began to preach to the people of Makkah / his companions said he was the Prophet / the leaders of Makkah opposed him and he went to Madinah where he established Islam as the city's religion / he returned to conquer Makkah / after his death Islam spread to many other countries / Islamic teaching says Islam began with Adam so credit answers that mention this.
- Judaism** Began with Abraham who lived in Babylonia / he believed in one God / left Ur to live in Canaan where God promised he would have many descendants / Isaac was born when Abraham and Sarah were both old / God's promises are known as the covenant. Moses also considered a founder / led the Israelites out of slavery in Egypt across the Red Sea / received the Torah (Law) from God at Mount Sinai / Israelites eventually reached the Promised Land (Canaan) where the religion was established.
- Sikhism** Began with Guru Nanak in the Punjab (North West India) / he experienced a revelation of God when he disappeared for three days while bathing in a river / taught Sikhism to his followers as did the nine Gurus after him / Khalsa ("pure" Sikhs) and Guru Granth Sahib both established by Gobind Singh, the tenth Guru.

Mark using levels 1-3 for each religion.

(6 marks) AO1

14 ***‘It is impossible to explain the concept of God.’***

What do you think? Explain your opinion.

Target: Evaluation of the claim that it is impossible to explain God

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

Students may include some of the following points:

The concept of God is so hard to explain, no one can do it adequately / religions have different ideas about God, even that there is no God / God is like not like a human being or an animal because God is all-powerful, all-knowing and all-loving / Christians say God is three persons but still one God (Trinity) / hard to explain how God can be real if bad things happen / invisibility.

Human beings make God seem difficult but religious descriptions of God are not / founders and prophets can explain God because they speak for God / Jesus said God is our Father / Jesus is the incarnation of God / Muslims say God is one (tawhid) / beautiful names are concepts of Allah humans can understand / holy books describe God / avatars help understanding / Jews say God is “I am” / Mool Mantra in Sikhism describes God in a few words / everyone has to be humble and accept God as God is / trust that God knows best.

Credit any idea which is appropriate.

(3 marks) AO2

15 ***Explain why the basic beliefs of a religion are important.***

Target: Understanding of why the basic beliefs of a religion are important

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

Students may include some of the following points:

They are what make the religion different from the others / they are the truth according to that religion / they are revealed by God / taught by founder and prophets / they teach believers about the most important things in life, e.g. God, what happens after death / without the basic beliefs, a religion would have no meaning / believers would just “go through the motions” / unifying beliefs, e.g. ummah, communion of saints etc.

(3 marks) AO1

16 ***‘How a religious believer lives is more important than what he or she believes.’***

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

Target: Evaluation of whether the way a believer lives is more important than what they believe

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
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 student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 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	

Students may include some of the following points:

Agree

God will judge people according to their actions and decide whether they go to heaven or hell / good or bad karma (kamma) results from actions not beliefs / believing something without living it out would be hypocritical / how a believer lives shows his faith / is a response to faith.

Other Views

God will forgive people their sins / some Christians believe that Jesus has taken their sins away so believing is more important to them than the way they lived before / people can behave well without believing in God but this does not please God, which is the most important thing.

(6 marks) AO2

5 Practices and Belonging

17 Explain how keeping religious food laws may be difficult for believers.

Target: Understanding of the challenges facing believers in keeping food laws

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

Students may include some of the following points:

Some religions have strict rules about the food you are allowed to eat (halal, kosher, vegetarian) and this may not be easy to buy / meat prepared in the wrong way is forbidden but this may be the only kind available / following all the rules can be time-consuming when people are very busy / makes things difficult when visiting others or socialising.

(3 marks) AO1

18 ***‘Believers must follow all the rules of their religion.’***

What do you think? Explain your opinion.

Target: Evaluation of whether everyone should follow the same duties as religious believers

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

Students may include some of the following points:

Belonging to a religious group means keeping the rules of that group / people have to leave (or are excommunicated) if they do not / founders and prophets called on people to repent and turn back to God / seek enlightenment / this means they must live God’s way / the rules make one religion different from another.

No one is perfect so religious believers cannot keep the rules all the time / examples of circumstances when they might not / all religions teach forgiveness so they expect believers to fail sometimes / in today’s world some rules are not practical / Jesus broke some of the Jewish rules in his day / some rules may seem out of date in the modern world.

Credit any idea which is appropriate.

(3 marks) AO2

19 Describe a funeral ceremony in each of two religions.

Target: Knowledge of funeral rites 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

Students may include some of the following points:

Buddhism	Customs vary / the body is usually cremated / sometimes the funeral pyre is covered with a paper stupa / monks recite sacred texts for 12 days / mourners wear white / food and music afterwards.
Christianity	Can be a burial or cremation / service with prayers, hymns, tributes and a sermon / takes place in church or crematorium chapel / could have Requiem Mass / body is in a wooden coffin / if buried, there is another service at the graveside.
Hinduism	Usually a cremation on the same day as the death / body is washed, wrapped in a cloth and carried by six men to the pyre / eldest son or male relative lights the pyre / prayers and readings are recited.
Islam	Body is washed three times / wrapped in white / buried so that the face is turned to the right towards Makkah / cremation not permitted / prayers are said with everyone standing.
Judaism	Takes place the day after death unless it is Shabbat or a festival / body is washed and wrapped in white or a tallit (prayer shawl) / not left unattended / buried in a Jewish cemetery / Kaddish recited / grave filled in with earth / mourners place stones on the grave.
Sikhism	Body is washed and dressed in clean clothes with the 5Ks / cremated after Sohila (evening hymn) is sung and Ardas prayer is recited / followed by service in gurdwara with Karah Parshad / Guru Granth Sahib is read from beginning to end.

Credit lead by a named religious leader, e.g. priest, imam

No credit for events post-ceremony, e.g. mourning rituals

Mark using levels 1-3 for each religion.

(6 marks) AO1

20 **‘Only people who follow a religion should celebrate its festivals.’**

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 true believers should follow all the rules of their religion

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

Students may include some of the following points:

Agree

Religious festivals have special meanings / these are only understood by the followers of the religion / only they understand what they are celebrating and why / some festivals are a reward, e.g. Id ul Fitr is for those who have completed the fast / if other people celebrate a festival they cheapen it / the way they celebrate may be inappropriate, e.g. drunken parties at Christmas.

Other Views

Everyone should be welcome to celebrate a festival / it is a way of advertising the religion / other people may learn about the religion by joining in / they can understand the meaning without following the whole religion / festivals can bring people together from different communities and this is a good thing.

(6 marks) AO2

6 Authority

21 Explain why religious leaders are important to their communities.

Target: Understanding of the importance of religious leaders

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

Students may include some of the following points:

Buddhism Leaders are important because of their inner strength rather than their position / other Buddhists ask advice from them / monks or lay people can teach meditation in a vihara / lead others if they are more advanced.

Christianity Leaders are trained to lead services in church, offer advice, interpret the Bible, visit people when needed / only they can celebrate communion / perform baptisms, weddings and funerals in some churches / some have authority over other leaders, e.g. bishops.

Hinduism Leaders are knowledgeable / they know how to perform puja in a mandir / they can give advice, prepare horoscopes, perform weddings and funerals / they lead group worship / teach the Hindu scriptures.

Islam Leaders are important in the community because of their learning and good example / they lead prayers in a mosque / preach at Friday prayers / look after pastoral needs / lead weddings and funerals / offer advice.

Judaism Leaders are important because of their knowledge of the Torah / they are trained to interpret and apply Jewish laws / lead Shabbat prayers in a synagogue / preach sermons / advise people / offer pastoral care / lead Bar Mitzvahs, weddings and funerals.

Sikhism Leaders are important for different reasons / Granthi are trained to read the Guru Granth Sahib and to lead worship in a gurdwara / conduct weddings and funerals / Panj Piare are five respected members of the Khalsa who conduct the Amrit Ceremony.

Students do not have to specify a religion to gain credit.

(3 marks) AO1

22 ***‘Religious believers know the right things to do because they are guided by their community.’***

What do you think? Explain your opinion.

Target: Evaluation of whether believers know the right thing to do because they are guided by their community

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

Students may include some of the following points:

Believers are supported and advised by those who have similar beliefs / do not have to make decisions on their own / can follow guidelines that have helped other people for hundreds of years / belonging to a community gives them motivation and determination.

They may not be guided to do the right thing because the community does not understand their situation completely / they are expected to be the same as everyone else / other people tell them what to do and they don't make up their own mind / their guidance will not suit the modern world because it is based on old guidelines / believers can arrive at a decision by other means, e.g. reading the holy book, praying / guidance from holy books or tradition may be more valid than guidance by the community.

Accept broad interpretation of 'community', e.g. neighbourhood or religious community.

Credit any idea which is appropriate.

(3 marks) AO2

23 *Describe briefly the composition of a holy book in each of two religions. You may refer to their contents and how they came to be written.*

Target: Knowledge of the composition of a holy book 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

Students may include some of the following points:

Buddhism	Tripitaka contains vinaya pitaka, sutta pitaka and abhidamma pitaka / these include Four Noble Truths / Noble Eightfold Path / rules of the sangha / teachings of the Buddha / stories of his life.
Christianity	Bible contains Old and New Testaments / former includes laws, history, poetry and prophecy from Jewish writers / latter includes gospels (stories and teachings of Jesus), letters and prophecy from Christian writers.
Hinduism	Two kinds of holy book are shruti (that which is heard) and smriti (that which is remembered) / former includes Vedas (hymns) and Upanishads (philosophical texts) / latter includes Mahabharata, Ramayana (both Epics) and the Laws of Manu (rules for living).
Islam	Quran contains revelations from Allah given to Muhammad / collected into surahs / some revealed in Makkah / others in Madinah / they include praise of Allah, stories of earlier prophets, laws, teachings / Hadith contain traditions of the life and teaching of Muhammad.
Judaism	Tenakh contains Torah (Law), Nevi'im (prophecy) and Ketuvim (other writings) / they include commandments about how to worship and live / warnings and promises about the future / history of the Israelites / poems / songs / wise sayings.
Sikhism	Guru Granth Sahib contains writings of Sikhs and non-Sikhs / these include hymns by Guru Nanak and some other Gurus / the Mool Mantra and Japji (first chapter) / teachings about and praise of God.

Students do not have to name a holy book to gain credit.

No mark for merely naming a holy book / the original language.

Mark using levels 1-3 for each religion.

(6 marks) AO1

24 ***‘Holy books have no meaning for people today.’***

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 holy books have no meaning for people today

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

Students may include some of the following points:

Agree

Holy books were written a long time ago when life was very different / attitudes then were based on prejudice, e.g. against women / the rules in them are not flexible enough to fit new situations / they are written in a way that few people understand nowadays / holy books from different religions do not agree.

Other Views

What is right and wrong, true and false has not changed / a holy book is revealed by God so must be true and relevant for all time / modern laws are based on rules such as the Ten Commandments / there are many similarities in the guidance given by holy books in the different religions / many people still find this guidance useful.

(6 marks) AO2

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