

GCSE

RELIGIOUS STUDIES B

Unit 6 Worship and Key Beliefs (40556)

Mark Scheme

4055

June 2014

Version 1.0 Final

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

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

Further copies of this Mark Scheme are available from aqa.org.uk

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.

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

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

Assessment of Spelling Punctuation and Grammar

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

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

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

1 Places of Worship**01 ‘A religious building should look beautiful.’****What do you think? Explain your opinion.****Target: Evaluation of whether a religious building should look beautiful**

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

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

A place of worship is built to honour God / is the house of God / so should look beautiful. It can attract others to the religion / is an ‘advert’ for the religion / should inspire people to worship God / meditate / beauty leads people to think of God / a less inspiring building may cause negative thoughts and feelings / a building used for other purposes as well may not create an inspiring or worshipful atmosphere / beautiful is a matter of opinion, etc.

Other views

A beautiful building can be a distraction from focusing on God or meditation / is a physical thing whereas God or enlightenment is spiritual / using a non-purpose built building underlines the belief that God is everywhere / beautiful buildings cost more to build and maintain / money could be better spent helping people / beautiful is a matter of opinion, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2**02 Describe briefly one organised activity, other than worship, which takes place in a religious building.****Target: Knowledge of activities, other than worship, which take place in a religious building**

In this particular question, worship includes activities such as prayer, singing, listening to a sermon or to the Holy Book being read. Only activities other than these are creditable.

Students may include some of the following points:

A variety of social occasions when people meet other members of the local community / the langar in a Sikh Gurdwara / teaching about the religion, e.g. in a Sunday school / confessing sins to a priest / performing wudu before praying in a mosque / rites of passage that take place in a religious building, e.g. a wedding / celebrating festivals in a variety of ways / paying zakat / choir practice / clubs and activities for young people, etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

03 Give one religious symbol which might be seen on the outside of a religious building.

Target: Knowledge of the symbols which might be seen on the outside of a religious building

Students may include one of the following points:

Pinnacle at the top of a stupa / the cross on a church / carvings on the tower of a Hindu temple / the crescent moon on top of a dome or minaret / menorah or Star of David on a synagogue / the Nishan Sahib on a flag at a gurdwara, etc.

1 mark for a single correct point.

[1 mark] AO1

04 Explain, in each of two religions, how the design of the inside of a religious building helps believers to worship.

Target: Knowledge of how the design of the inside of religious buildings in two religions helps believers to worship

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

Mark up to Level 3 for each religion.

Only answers that relate the design of the building to worship should be credited.

Furnishings, decoration and artefacts can be credited as long as the way they help believers to worship is explained.

Students may include some of the following points:

- Buddhism** Shrine room contains statue or picture of Buddha / this provides a focus for meditation / vase or tray of flowers, lighted candle or lamp, incense burning are aids to meditation / Buddhist texts on walls or thangkhas remind them of Buddhist teachings / no seats so worshippers sit on floor/ because this is how they meditate, etc.
- Christianity** Altar (or pulpit in some churches) helps believers focus on the death and resurrection of Jesus (or the word of God) which is very important for the worship / pulpit raised up so preacher can be seen and heard by the believers / Bible open on lectern because readings from the Bible are an important part of worship / stained glass windows have pictures that remind worshippers of important saints or stories from the Bible / the organ accompanies the singing which enhances the worship. Features of churches in other denominations may be explained, etc.
- Hinduism** Murtis (images) of various gods and goddesses provide a focus for worship and prayers / principal god or goddess of the temple in central shrine with a canopy above to remind believers to show special respect or devotion / this murti decorated with rich clothing for the same reason / a place for offerings of food, money, incense and flowers is there because they are gifts from the worshippers to the gods and goddesses, etc.
- Islam** Open space covered in carpet (no seats) so that worshippers can prostrate / separate area for women to pray because it would be distracting for men and women to pray together/ direction of prayer (qiblah) marked by alcove in one wall (mihrab) / short flight of steps to a platform (minbar) where imam can speak so that he can be seen and heard by the worshippers / quotations from Qur'an and patterns on walls but no pictures because Allah alone must be the focus of worship, etc.
- Judaism** Ark containing scrolls helps believers focus on the Torah / eternal light (ner tamid) hangs above the Ark and reminds worshippers that God is present / Ten Commandments displayed on wall remind them they must worship God alone / raised platform (bimah) in centre where scrolls are read so that everyone can see and hear this / seating downstairs for men with a separate gallery for women in Orthodox synagogues because it is distracting for men and women to pray together / no pictures of people so God is the only focus of worship, etc.

Sikhism

Guru Granth Sahib is raised up so it helps believers focus on their Guru (teacher) / the raised platform (takht) has a decorated canopy (palki) to remind worshippers to show their respect for the living Guru / there is a place for offerings of money, flowers and food are in front of the takht because they are gifts from the worshippers to God / worshippers have to sit on the floor lower than the Guru Granth Sahib to show respect / pictures of the Gurus are around the wall to remind worshippers of their role models and leaders / etc.

[2 x 3 marks] AO1

05 ‘It is important for a religion to have its own religious buildings.’

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 it is important for a religion to have its own religious buildings

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

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

Agree

Without a building large groups of people could not gather together for worship / meditation / teaching / in some climates worshipping outdoors is not practical / people who want to find out about a religion would not know where to go / holding rites of passage in a house or a hired building may not be practical / religious buildings contain certain things which are necessary for worship that you would not find elsewhere, e.g. the murti in a Hindu temple, etc.

Other Views

People can worship God anywhere because God is everywhere / can meditate anywhere because the place is not important / when religions started they did not have their own buildings / worshipping God with the right attitude is more important to God than where you are / the followers of a religion should be its best representatives not the buildings / if necessary two religions could share a building, etc.

[6 marks] AO2

05 Spelling, punctuation and grammar

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

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

2 Worship

06 Explain, in each of two religions, how worship is led by the religious leader.

Target: Understanding of how religious leaders lead worship in two religions

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

Mark up to Level 3 for each religion.

Only answers that explain how the religious leader leads worship can be credited. If worship is part of a rite of passage led by him /her, it should be credited.

Students may include some of the following points:

- Buddhism** A bhikkhu or bhikkhuni leads the worshippers in chanting scriptures or the Buddhist beliefs / he or she may read a sutra or preach a sermon / someone rings a bell to begin the meditation etc.
- Christianity** The vicar or priest leads the worshippers to sing hymns to praise God / they may read the Bible to teach people how to follow the religion / they pray to ask God for help, especially for other people / they consecrate and give out bread and wine to the congregation, etc.
- Hinduism** The priest or pandit may ring a bell / wave the arti lamp in front of the murti then hold it out so that the worshippers can pass their hands over the flame and towards their eyes / they perform ceremonies like havan by setting fire to wood and pouring ghee over it / they may lead the people in singing bhajans / they may teach them in a sermon, etc.
- Islam** An imam recites the call to prayer then leads the people by standing in front of everyone / he prays by standing, then kneeling and prostrating (performing a rak'ah) / he recites the Qur'an to the people and then explains it so they learn more about the religion, etc.
- Judaism** The rabbi leads the main Shabbat service on a Saturday / he has a cantor to help lead the chanting / there are readings from the scrolls and prayers / he gives a sermon etc.

Sikhism The granthi (or any Sikh who is capable) opens the Guru Granth Sahib in the morning / he or she waves the chauri over the book / he or she recites from the book / he or she leads the worshippers in the prayers / there are musicians to lead the kirtan (singing) / the granthi explains the hymns from the Guru Granth which they sing. etc.

[2 x 3 marks] AO1

07 ‘Religious believers only need to worship once a week.’

What do you think? Explain your opinion.

Target: Evaluation of whether it is enough for religious believers to worship once a week

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

Students may include some of the following points:

Many religions have a day a week when believers gather for worship / if believers worship regularly on this day, it is enough. Credit examples of days set aside for worship in different religions. If religions do not have a set day, then the believer can choose any day of the week / the rest of the week is for work, study, and everything else a person has to do, etc.

Worship is too important to be restricted to once a week / in some religions, believers are expected to pray more than once a day / meditation also requires frequent practice to be effective / if believers worship only one day a week that shows a lack of respect for God or of commitment to achieve enlightenment. People do not need to worship at all because there is no God, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

08 What is meant by the term ‘aid to worship’?

Target: Understanding of the term ‘aid to worship’

1 mark for a single correct point.

Students may include one of the following points:

An object which people use to help them worship / concentrate / meditate / something people hold or look at while they are worshipping / a rosary, etc.

[1 mark] AO1

09 Explain briefly the symbolism of one aid to worship.

Target: Understanding of the symbolism of an aid to worship

Credit a description of the aid to worship and / or its function **only** if this is linked to its symbolism. Naming an aid to worship on its own is **not** credit-worthy.

Students may include some of the following points:

- | | |
|---------------------|--|
| Buddhism | Buddharupa – statue of Buddha / reminds of founder and of the spiritual truths which he taught. Prayer wheel or flag – the continuation of the prayer / mantra once it is set in motion. A lit candle – the light is a symbol of enlightenment, the aim of meditation. Mandala – made of sand / teaches impermanence when it is swept away, etc. |
| Christianity | Crucifix – shows figure of Jesus on a cross / symbol of Christ’s death. Cross – no figure on it / reminder of resurrection. Bread and wine – the body and blood of Jesus / receiving salvation from God / sharing Communion with other Christians, etc. |
| Hinduism | Murti – statue or image of deity / items in each hand are symbols / reminders of virtues and image itself represents the divine. The lamp, incense, flowers and water on the arti tray each represent one of the five elements / fire, earth, liquid, intelligence, etc. |
| Islam | Prayer mat has a mihrab (arch) representing the qibla (direction of Makkah) / pictures of three holy mosques at Makkah, Madinah and Jerusalem / symbol of a lamp to remind Muslims of the Verse of the Light in the Qur’an / tasbeeh beads remind them of the 99 names of Allah, etc. |
| Judaism | Tallit (prayer shawl) has four tassels at the corners tied into knots which represent the mitzvah (commandments) which Jews must obey. Tefillin (leather boxes) are worn on the forehead and the left arm nearest the heart – God’s Law is in their minds and hearts, etc. |
| Sikhism | Chauri is a fan or whisk / waving it over the Guru Granth Sahib is a sign of respect / treating the book as their Guru (teacher) because the human Gurus were shown the same respect (to keep them cool and keep insects away) when they were alive, etc. |

The symbolism of other aids to worship may be explained.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

10 'It does not matter how religious believers worship.'

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

Target: Evaluation of whether it matters how religious believers worship

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

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

Worship is a personal approach to God so there should be room for diversity / all religions allow for worship at home as well as in a religious building / stories in holy books show a variety of ways to worship God / it does not matter, because God doesn't exist / Quakers use silent worship / God can be worshipped anywhere e.g. top of a mountain, while washing up, etc.

Other Views

All religions contain instructions for how believers should pray / meditate / worship so it does matter how they do it / some actions and words have specific meanings so must be included / meditation may not be effective unless the guidance of a teacher is followed / God is more pleased when believers take trouble to approach God in the right way / the discipline of patterns of worship may assist believers etc.

[6 marks] AO2**10 Spelling, punctuation and grammar**

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

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

3 Pilgrimage

11 What is meant by the term ‘pilgrimage’?

Target: Knowledge of the term ‘pilgrimage’

Students may include one of the following points:

A journey made for religious reasons / a reason specified like seeking healing or forgiveness / a journey to a place of religious importance.

1 mark for a single correct point.

[1 mark] AO1

12 Describe the events which led to a place becoming a centre of pilgrimage in each of two religions.

Target: Knowledge of the events linked with places of pilgrimage in two religions

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

Mark up to Level 3 for each religion. Merely naming a place of pilgrimage is not creditable, nor does naming the wrong place where an event happened lose credit. The life of a founder or prophet is not creditable unless specific events linked to a place of pilgrimage are described.

Students may include some of the following points:

Buddhism The events in the life of the Buddha associated with the following places can be credited: his birth at Lumbini / his enlightenment at Bodh Gaya / his first teaching at Sarnath (Benares / Varanasi / his death and parinibbhana at Kushinagara, etc. Although these are associated with more than one place, the level of demand is comparable to describing several events in Jerusalem for Christians or in Makkah for Muslims.

Christianity	In Bethlehem, the events of Jesus' birth. In Jerusalem, the events of Jesus being condemned to death and resurrection. In Rome, the persecution of the early Christians, especially the death of St. Peter. In Lourdes, St. Bernadette's vision and finding the spring of water followed by miracles of healing, etc.
Hinduism	At Varanasi, the events of the descent of the Ganges to earth from the god Shiva or the falling of Saki's burnt body to the earth. At Mathura and Vrindavan, the events of the birth and childhood of Lord Krishna / the event of Krishna's mother looking into his mouth / the tricking of the cowgirls, etc.
Islam	In Makkah, the event of Ibrahim and Ishmael building the Ka'aba and the black stone falling to earth / at Mina the event of Ibrahim resisting Satan's temptation / between Safa and Marwa the events of Hagar searching for water for Ishmael and finding the spring of Zamzam / on the Mount of Mercy, Muhammad's final sermon / at Madinah the event of building the first mosque and the death of Muhammad / at Jerusalem the ascent of Muhammad into Paradise etc. These places can be viewed as one because they are part of the same pilgrimage.
Judaism	At the Western Wall, the events of the building, then destruction of the successive Temples / at Yad Vashem the deaths of millions of Jews during the Holocaust etc.
Sikhism	At Kartapur the death of Guru Nanak and the dispute over his body / at Goindval the construction by Guru Amar Das of the bathing pool with 84 steps / at Amritsar the building by Guru Ram Das of the Golden Temple etc. Although these are associated with more than one place, the level of demand is comparable to describing several events in Jerusalem for Christians or in Makkah for Muslims.

[2 x 3 marks] AO1

13 'If you worship at home, there is no need to go on a pilgrimage.'

What do you think? Explain your opinion.

Target: Evaluation of whether there is any need to go on a pilgrimage if one worships at home

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

Students may include some of the following points:

Religions that believe in God, teach that God is everywhere so you can worship God anywhere / this means people can worship God at home without going to a special place / your home can be a spiritual place where you are close to God / Buddhists can also meditate at home / they can find enlightenment without going to the Bodhi tree / God can forgive your sins if you ask him at home / you do not have to bathe or stand in a special place, etc.

Even though you can worship God at home, the presence of God can feel more real at pilgrimage places / these places are also associated with important events in the history of a religion / miracles are claimed to happen at some of these places / for all these reasons pilgrims feel the need to go on pilgrimage / some have personal reasons too / the act of going on pilgrimage with others is a valuable spiritual experience / helps to deepen faith through greater understanding, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

14 Explain briefly the impact that a pilgrimage can have on a person.

Target: Understanding of the impact of a pilgrimage on a person

Students may include some of the following points:

Someone's life might be changed because he or she is healed / experiences forgiveness leading to relief and joy / changes his or her ideas, e.g. about what's important in life / his or her faith is increased / has a better understanding of his or her religion / becomes more peaceful / more considerate to others / it can lead someone to abandon their faith, depending on their experience / it is more than, different from a holiday, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

15 'Places of pilgrimage should be visited only by religious believers'.

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

Target: Evaluation of whether or not places of pilgrimage should be visited only by religious believers.

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

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

Agree

The point of pilgrimage is to come closer to God or reach enlightenment and only religious believers would want this / non-believers would treat it like a tourist site and this would be disrespectful / someone who was not a believer would not understand what was appropriate to do there / may cause offence by doing the wrong thing or behaving in an inappropriate way / pilgrimage sites in Makkah are only open for Muslims etc.

Other Views

Everyone, whether a believer or not, can learn from a place of pilgrimage / they are famous historical sites (and sights) / going there could lead someone to start believing / pilgrimage sites, apart from those in Makkah, are open to the public so it would be difficult to restrict them now / anyone can approach God so the same should be true of these places, etc.

[6 marks] AO2

15 Spelling, punctuation and grammar

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

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

4 Origins and Beliefs

16 Explain beliefs about God in each of two religions.

Target: Understanding of the beliefs about God in two religions

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

Mark up to Level 3 for each religion.

An answer that deals with two religions together without differentiating between them can gain credit for only **one**.

Students may include some of the following points:

Buddhism A Buddhist belief about God is that the Buddha taught his followers not to seek help from gods in their search for enlightenment / Nibbana is the only reality that is permanent / Buddha achieved Nibbana so Buddha Nature is permanent / Buddhas and Bodhisattvas in Mahayana Buddhism, etc.

Christianity A Christian belief about God is that God is one but also three (Trinity) as stated in the creeds / God is Father, Son and Holy Spirit / God created and sustains the universe / God became a human being (incarnation) / God speaks to people (revelation), e.g. through the Bible / he judges human beings / God is all-powerful, all-knowing, all-loving, eternal / he answers their prayers, etc.

Hinduism A Hindu belief is that the Ultimate Reality is Brahman, the all-pervading world-soul (atman) / everything comes from Brahman and will return to it / Brahman is beyond an ability to understand or describe / three aspects of Brahman are Brahma, Vishnu and Shiva (Trimurti) / Brahma is the creator, Vishnu the sustainer and Shiva the destroyer / the many gods and goddesses are aspects of Brahman, etc.

Islam A Muslim belief is that there is one God, Allah, as stated in the Shahadah / they believe Allah has 99 names but it is impossible to understand him completely / Allah created the universe and will judge all people on the final day / Allah is compassionate and merciful (forgiving) / also Allah has no partner (wife or son) / Allah is all-powerful, all-knowing / Allah is eternal and has no equal / he answers their prayers etc.

Judaism A Jewish belief about God is that God is one as stated in the Shema (“Hear O Israel”) / God’s name is so holy it cannot be written in full / God created and sustains the universe / God is all-powerful, all-knowing and eternal / God revealed the Torah to Moses / they say God will judge all people but is also forgiving / he answers their prayers / God cannot be fully understood, etc.

Sikhism A Sikh belief is that God is one as stated in the Mool Mantar / God is eternal, without form and neither male nor female / God created and sustains the universe / God can be seen in and through his creation (immanent) / God is the great teacher (Waheguru) and is made known through the Gurus / God cannot be fully understood / God is truth (Satnam) / God answers their prayers, etc.

[2 x 3 marks] AO1

17 What is meant by the term ‘soul’.

Target: Knowledge of the term ‘soul’

Students may include one of the following points:

The spiritual part of a person / the part that continues after death / that is reincarnated / that goes to heaven / the spirit of a person / what makes someone unique / an individual.

1 mark for a single correct point.

[1 mark] AO1

18 'It is not important to believe that a person has a soul.'**What do you think? Explain your opinion.****Target: Evaluation of whether beliefs about the soul are important**

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

Students may include some of the following points:

It is not important to believe that a person has a soul, e.g. Buddhists do not / this does not alter the fact that they do or do not have souls / what will happen to the soul in the afterlife is affected by how a person lives, not what he/she believes so the latter is not so important / it is not important because there is no proof that there is a soul / no one knows if their beliefs about it are right or wrong, etc.

If you do believe that a person has a soul, it will affect how you live so the belief makes a difference / you will live a good life in order to gain a good afterlife / it is important because it links to the Day of Judgement / if people do not believe in a soul, they will not be prepared for judgement / similar argument for karma and reincarnation / believing in a soul comforts family and friends when someone they love has died / you will respect someone more if you believe they have a soul, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2**19 Explain briefly why a founder or prophet is important to most religions.****Target: Understanding of why a prophet and founder is important to most religions****Students may include some of the following points:**

God is not on earth so religions need people (prophets and founders) who reveal God / bring a message, the religion, from God / teach the beliefs of the religion / it is easier for a religion to show what God wants if a human being lives it out / believing in the holy book depends on believing in a founder or prophets in some religions / this means the belief is the foundation of what the religion says / credit any example of why a religious founder, prophet or guru is important, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

Credit answers that refer to specific founders or prophets as well as general answers.

There are no marks for indicating that founders or prophets are not important.

[2 marks] AO1

20 'The life of a religion's founder or prophet has no impact on the lives of believers 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 whether the life of a founder or prophet has any impact on the lives of believers today

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

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

Agree

The founder or prophet lived a long time ago so the life they lived has little relevance for believers today / he did not face the problems that believers have to deal with in the modern world / many believers do not know about the life of the founder or prophet / life today is changing so fast with new technology, the example of someone from the past is out-of-date, etc.

Other views

Human nature does not change so we can always learn something from a great human being / believers can follow the example of a founder or prophet, e.g. in overcoming temptation, devoting themselves to God or reaching enlightenment / these people show most how to follow a religion / religions have founders, prophets or gurus that they look up to, so these people do make an impact, etc.

[6 marks] AO2

20 Spelling, punctuation and grammar

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

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

5 Practices and Belonging**21 ‘Religious ceremonies celebrating the birth of a baby are not important.’****What do you think? Explain your opinion.****Target: Evaluation of whether religious ceremonies celebrating the birth of a baby are important**

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

Students may include some of the following points:

The birth of a baby is a normal everyday event / not as dangerous as it used to be / nothing to do with God / can be celebrated without a religious ceremony / parents may not be religious / society is different now and people are accepted whether they have been through a religious ceremony or not, etc.

For parents who follow a religion they may be very important / they celebrate new life / the first step in bringing up their child in a religion / a time to thank God for the safe arrival / a chance to bring the whole family together / in some religions the ceremony is important for the child because of its meaning, e.g. baptism and circumcision, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2**22 What is meant by the religious term ‘rites of passage’?****Target: Knowledge of the term ‘rites of passage’****Students may include one of the following points:**

Religious ceremonies at a key moment in a person’s life.

Credit examples such as a religious celebration of a person’s birth / an important event in a religious family when a couple are married or someone dies / a religious ceremony when a person comes of age / becomes an adult / when someone is named / a funeral.

1 mark for a single correct point.

[1 mark] AO1

23 Explain briefly one reason why believers celebrate religious festivals.**Target: Understanding of one reason why believers celebrate religious festivals****Students may include some of the following points:**

Celebrating a festival together unites the followers of a religion / reminds them of the history of the religion / rewards them for being faithful / it is fun / it is traditional / a break from routine / brings the family together / most festivals have a special meaning / credit examples of these / educates children in the faith / they thank God for an event, e.g. the birth of Jesus / thank God for food, e.g. at harvest, etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

Credit answers that refer to specific religious festivals as well as general answers.

[2 marks] AO1**24 Explain what the behaviour code teaches in each of two religions.****Target: Understanding of the behaviour code in two religions**

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

Mark up to level 3 for each religion. If students only include religious practices (meditating, praying, fasting, etc.) and / or dietary laws award a maximum of level 2. Naming a behaviour code, e.g. the Ten Commandments, on its own is **not** credit-worthy.

Students may include some of the following points:

Buddhism The relevance of the Five Precepts to how Buddhists should behave / relevant guidance about behaviour from the Noble Eightfold Path, e.g. right speech, right action, etc.

Christianity The relevance of the Ten Commandments to how Christians should behave / “Love your neighbour as yourself” applied to behaviour / Golden Rule / sermon on the Mount e.g. Beatitudes, etc.

Hinduism	Virtues of ahimsa, cleanliness, compassion, honesty, respect, tolerance and wisdom and their implications for how Hindus should behave, etc.
Islam	Examples from the Hadith or Shariah about how Muslims should behave / relevant guidance about behaviour from the Five Pillars e.g. zakat, etc.
Judaism	Examples from the 613 mitzvot, including the Ten Commandments, which are relevant to how Jews should behave / the virtues of tzedek (compassion and justice), etc.
Sikhism	The relevance of the Kurahit (four prohibitions) to how Sikhs should behave / relevant guidance about behaviour from the Five Ks, e.g. moral purity symbolised by the kachera / the virtue of sewa (selfless service) / the Rehat Maryada, etc.

[2 x 3 marks] AO1

25 'Parents should bring up their children to follow their religion.'

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 children should be brought up to follow their parents' religion

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks

Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

All religions teach that children should follow the guidance of their parents / they do not know how to behave so need guidance / parents want their children to follow the same religion as them / people have been following the religion for hundreds of years / new generation should carry it on / it is the right way to live / will keep children from getting into trouble at school or with the law / if children are not introduced to any religion, they will not understand what is involved, etc.

Other Views

Children should be able to choose whether they follow a religion or not / it is better if they have an open mind to all religions instead of being taught that only one religion is true / many parents do not follow a religion so cannot bring up their children to do so / religions have been going for hundreds of years so they are out of date / some religions have rules which can be seen as sexist and homophobic, so should be disregarded, etc.

Students may interpret “their religion” to mean the parents’ religion or the children’s religion. Either approach is creditable. However, generally arguing for and against teaching children a religion does not clearly address this question. Specific religious teachings about how parents bring up their children are **not** required.

[6 marks] AO2

25 Spelling, punctuation and grammar

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

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

6 Authority

26 What is meant by the term ‘holy book’?

Target: Knowledge of the term ‘holy book’

Students may include one of the following points:

A book which contains “the word of God” / a book which religious believers follow / a book which is the foundation of a religion / a book which people read to find out the beliefs / stories / rules of a religion, etc.

Credit examples of a particular holy book, e.g. the Bible, Qur’an, Torah, Dhammapada

1 mark for a single correct point.

[1 mark] AO1

27 Explain briefly what is meant by a fundamentalist interpretation of a holy book.

Target: Understanding of what is meant by a fundamentalist interpretation of a holy book

Credit an example or an interpretation that preserves the literal meaning of a text.

Students may include some of the following points:

A fundamentalist interpretation is the literal meaning / it does not explain the meaning as poetical or metaphorical / God created the world in six days or eras not over millions of years / Jesus’ mother was a virgin / miracles really happened as described / hell is a place of fire and torture / martyrs are rewarded with physical pleasures in paradise / the stories of Krishna and Rama really happened at the places where the holy books relate, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

28 ‘Religious believers should be guided by people, not holy books.’

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should be guided by people, not holy books

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

Students may include some of the following points:

It is easier to relate to a person than to a book / people, like a prophet or a religious leader, can offer the best guidance because they know about the real world / they can explain what they mean whereas a book cannot speak for itself / holy books can be misinterpreted / become out-of-date, etc.

People make mistakes and give wrong guidance whereas a holy book is from God and infallible / everyone in the same religion follows the same holy book so this brings unity / following the guidance of several different people with different opinions results in confusion or even disunity / people and books are equally important each in their own way etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

29 Explain the importance of religious leaders to their local communities in each of two religions.

Target: Understanding of the importance of a religious leader to their local community in two religions

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

Mark up to Level 3 for each religion.

An answer that deals with two religions together without differentiating between them can gain credit for only **one**.

Students may include some of the following points:

Buddhism Monks provide teaching for their local community / set a good example of how to live as a Buddhist / lead meditation in the vihara / offer advice / answer questions, etc.

Christianity Priests, vicars and ministers lead worship for their local community / organise rites of passage / provide teaching / care for people in their community / offer advice / answer questions / visit schools, hospitals and prisons, etc.

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, etc.

Islam Imams lead prayers in the mosque for the local community / give a sermon on Fridays / care for people who attend the mosque / can lead rites of passage / can explain the Qur'an and Hadith, etc.

Judaism Rabbis lead and care for people in their local community / preach a sermon at Shabbat service / provide advice on keeping the Torah / prepare young people for Bar (Bat) Mitzvah. Bet Din is a rabbinical court which judges divorce and other cases, etc.

Sikhism Granthis read the Guru Granth Sahib aloud in the gurdwara / lead worship and rites of passage for the local community / offer advice from the Scriptures / answer questions / teach, etc.

Allow answers which explain the importance of **more than one** religious leader for each religion.

[2 x 3 marks] **AO1**

30 ‘The most important part of a holy book are the instructions on how to live.’

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 instructions on how to live are the most important part of a holy book

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

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

Agree

Religious believers need to know the instructions on how to live so they understand how to please God or to reach enlightenment / this is what will help them to be judged favourably on the Day of Judgment or to gain good karma and a favourable reincarnation / this is the most practical part whereas the passages which describe God or relate ancient stories are less useful, etc.

Other views

Holy books are God's Word so everything they say is equally important / all parts of the Holy Book in a religion are read and studied / the stories are useful because they show how to follow the instructions on how to live or the temptations to avoid, etc.

[6 marks] AO2

30 Spelling, punctuation and grammar

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

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