



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel International GCSE
In Religious Studies (4RS1)
Paper 2: The Religious Community

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Autumn 2020

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

4RS1_02 - Mark scheme - 2020

Buddhism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Individual Buddhists study the sacred texts (1) which helps them to know more of the life of the Buddha (1) • The sacred texts are used as an aid to worship (1), for example texts are chanted as part of prayer (1) • The texts are used to provide rules for life (1), for example the Vinaya provides rules for living the monastic life (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development. • Development that does not relate to both the way given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The sangha can refer to Buddhist monks and nuns, whose simple lifestyle is an example of how best to live the Buddhist life. for this reason they are greatly respected and supported by lay people in the form of almsgiving • The sangha is one of the Three Refuges in Buddhism, in which Buddhists affirm their sense of community and their beliefs • The sangha is a reminder for all Buddhists of the importance of renunciation in the search for enlightenment and the achievement of nirvana. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and its beliefs when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Buddha lived a life free of craving, which is an example to all Buddhists of the way to achieve enlightenment The Buddha's example of meditation has provided a model for worship which centres on meditative chanting The Buddha's example of the Middle Way, for example Right Livelihood, makes the demands of Buddhism open to all his followers The Buddha gave many teachings, such as metta, which Buddhists use as guidance for how they live their lives Many Buddhists also look to monks and nuns for guidance and as an example of how to live a life in accordance with Buddhist principles in the modern world Buddhists believe every individual is responsible for how they live their lives, which should be based on their own understanding and awareness. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a practice. Award a second mark for development of the practice. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Pilgrims go to the Deer Park where the Buddha preached his first sermon (1) and they are reminded of the value of his teachings (1) • Pilgrims visit the Chaukhandi Stupa where the Buddha met his first disciples (1) this helps inspire Buddhists to renew their own commitment to follow his example (1) • Pilgrims visit various monuments in Sarnath (1); together these give them a deeper insight into Buddhist culture (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated practice/ development. • Development that does not relate to both the practice given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Nirvana Day is important because it remembers the death of the Buddha, so Buddhists celebrate his release from physical existence and suffering • The day reminds Buddhists of the reward of enlightenment, through renunciation and meditation, that they hope to achieve for themselves • On this day, Buddhists have an opportunity to remember their friends and relatives who have died and to reflect upon the passing nature of life. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Bodh Gaya is important as a place of inspiration for Buddhists because it is the place the Buddha is said to have obtained Enlightenment under the Bodhi Tree Gathering at Bodh Gaya reminds Buddhists of their common beliefs and therefore reinforces their commitment in the search for enlightenment Bodh Gaya is one of the oldest Buddhist places of pilgrimage and has been at the heart of Buddhist civilisation since the 7th Century. This tradition means that historically it is very important to followers of the Buddha There are four places of pilgrimage associated with the life of the Buddha, and all of them are important to Buddhists as they focus on different aspects of his life and teaching Some Buddhists might say that pilgrimage to Sarnath is more important as that is where the Buddha first established himself as a teacher Some may say that Lumbini is more important as this is venerated at the birthplace of the Buddha, and the birthplaces of religious founders usually are places of special reverence. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
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1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
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Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • In Sri Lanka the newborn is taken to the Temple on a favourable day (1) and is then placed on the floor to receive blessings (1) • In some traditions, family and friends gather at the Temple 100 days after birth (1). The occasion marks the child taking refuge in the Three Jewels (1) • Some Buddhist parents make an offering to the Temple (1) which is an act of thanksgiving for the birth of their child (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/ development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Many Buddhists believe it is important to visit the vihara to worship, taking part in chanting, and venerating the statue of the Buddha • Viharas are places of study for Buddhists, as they usually have a library where Buddhists can read copies of their sacred texts • Viharas are often used to celebrate special occasions. For example many viharas are registered as places where marriages can be held. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> In some Buddhist traditions there are established marriage ceremonies, which are an important way of celebrating the union, often including a special blessing Marriage ceremonies allow Buddhists to gather to witness the vows the two people are making to each other and share in the joy of the married couple Many Buddhists have developed special attire and foods that they associate with marriage which indicates that marriage ceremonies have an important place in Buddhist culture In most Buddhist traditions marriage is looked upon as a personal concern not a religious duty, and elaborate ceremonies are not an essential part of the commitment Marriage is generally understood by Buddhists as a secular matter, and monks, for example, do not officiate at marriages in order to solemnize the commitment Buddhist marriage vows do not focus on religious issues, but on such things as sharing in domestic arrangements and showing loving kindness to each other, which means that marriage is viewed as a practical arrangement. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
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4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
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Christianity

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a point. Award a second mark for development of the point. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Satan tempted Jesus to turn stones into bread (1) but he said that man does not live on bread alone (1) • Jesus was tempted to throw himself off the pinnacle of the Temple (1) because if he was divine he would know that angels would save him (1) • He was tempted with wealth and power if he worshipped the devil (1) but he said that only God should be worshipped (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated point/development. • Development that does not relate to both the point given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Most Christians consider the Bible important as it is the Word of God, and they believe that it contains truth inspired by the Holy Spirit • The Bible is important because it contains accounts of the actions and teachings of Jesus, which they use to guide their own lives • The Bible tells of the evangelical work of Jesus' disciples following the Ascension, and reminds them of their own duty to preach the Gospel. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Most Christian traditions have ordained ministers and they have the important job of gathering the community of believers and leading them in worship Some Christian Churches consider their ministers to be priests, with the sacred role of representing the faithful before God, for example in re-enacting the sacrifice of Jesus in the Eucharist Ordained Christian ministers often act as advisers and confessors, allowing individual Christians the opportunity to seek help in times of trouble and doubt Not all Christian traditions have ordained ministers to lead their worship, emphasizing rather the individual person's relationship with God in prayer and the duty to worship in their hearts In some Christian denominations lay people can carry out the same functions as ordained ministers, such as performing baptisms, and so the role of the minister can be understood simply as a form of sharing out tasks rather than a sacred calling Many Christians do not believe that the ordained minister can replace the individual's responsibility to understand God's will, and that God will judge each person accountable for their own behaviour. <p>Accept any other valid response (10 marks)</p>

Mark	Descriptor
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1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
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Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians often celebrate Christmas by creating a crib (1) this is a representation of the events and people surrounding Jesus' birth (1) • Most Christians will go to special Christmas services (1) for example many Catholics go to Midnight Mass to mark the arrival of the day of Jesus' birth (1) • There is a tradition of giving gifts to family and friends (1) which reflects the gifts given to Jesus by the wise men (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development. • Development that does not relate to both the way given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Jerusalem is important because it is the place where Jesus died, and many pilgrims go there to follow in the footsteps of his journey to Calvary • Jerusalem is the place where Jesus was buried after his death, and Christians go to the Holy Sepulchre there to venerate his tomb and to offer prayers • The city contains many places associated with the life of Jesus, such as the Mount of Olives where Jesus prayed before his death, and Christians go to these places to remember him and to strengthen their faith. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material.
1-3	<ul style="list-style-type: none">• Limited use of religious terms.• Description of relevant religion, beliefs and values is mostly satisfactory.• Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none">• Use of religious terms is appropriate and shows understanding.• Explanation of relevant religion, beliefs and values is comprehensive.• Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none">• Many Christians consider Easter the most important Christian festival because it celebrates Jesus' resurrection, which they believe shows his power over death and brings them the promise of eternal life• Jesus' resurrection from the dead is seen by many Christians as proof of his divinity, and the celebration of Easter is therefore a moment when they can renew their faith in God and their commitment to his work• Easter is a celebration that affirms the truth of the most important Christian teachings, echoing the words of St Paul who said that if Christ is not risen then the Christian faith is futile• Some Christians will argue that all the Christian festivals are equally important because they all celebrate part of the story of Jesus' life and different aspects of their beliefs, such as the need for renunciation and resistance to temptation• Some Christians believe that Good Friday is the most important Christian celebration because Jesus' death was an act of atonement that took away sins of the world, and restored the relationship of people with God• Some Christians might argue that Christmas is the most important celebration because it celebrates the Incarnation, and if Jesus had not come down in human form, salvation could never have occurred. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
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9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • On many Christian churches there is a cross mounted on the building (1) which is a symbol of belief in Jesus' crucifixion (1) • Some Christian churches have a spire pointing upwards (1) which represents Christians reaching up to God in prayer (1) • Some Christian churches have a statue of a saint near the entrance (1) which is a reminder of the person to whom the church is dedicated (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/development • Reject development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Funeral services are important because they allow mourners to bury or cremate the deceased person in a dignified and solemn way, which is traditionally a Christian mark of respect • Funerals often include special prayers that allow the mourners to pray for the repose of the person's soul, and to ask God to welcome them into heaven • At many Christian funerals there is a eulogy, which is a moment when people can remember the life of the person who has died and give thanks for what they achieved. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Some Christians believe that Christian churches should not just be places of worship but should also be seen as places to meet together, where the Christian community can unite to strengthen each other's faith The church is often a parish building with many other important functions, such as Sunday School, and to provide a place where people can meet with the priest or minister Some people might argue that it would be a waste of money for a building such as a church to be used only for worship, because it would stand empty for much of the week when it could be put at the service of the local people Some Christians would say that it is important to preserve the quiet dignity of the church building, so that when people go to pray and worship it will always be a refuge from the world outside Some Christians, such as Roman Catholics, believe that the real presence of God is preserved in the tabernacle in the church, and that to use it for secular purposes shows lack of respect and perhaps sacrilege Some Christians would argue that there is great witness value in the local community for there to be building that focuses on the worship of God alone, a reminder of the sacred in a secular world. <p>Accept any other valid response. (10 marks)</p>

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4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
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9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Hinduism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none">• Mukti is the end of the cycle of death and rebirth (1) which is the ultimate goal for Hindus (1)• It is achieved by overcoming desires (1) including the desire for mukti itself (1)• It is the transformation from material soul to natural soul (1) which is sometimes symbolised by the crossing of the river Vaitarna (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none">• Repeated teaching/ development.• Development that does not relate to both the teaching given and the question.	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p>Either</p> <ul style="list-style-type: none"> • Sri Ramakrishna was important because he made many Hindu beliefs more accessible to ordinary Hindus, by telling stories and parables in the language of the local people • His teaching style was engaging, sometimes being compared to Socrates, therefore he opened up Hindu beliefs to a wider academic audience • He was one of the vocal opponents of class segregation in India and his teachings and activism gave encouragement to the movement for the abolition of the caste system. <p>Or</p> <ul style="list-style-type: none"> • Mahatma Gandhi was an important figure in the Indian independence movement, and highlighted the commitment within Hinduism to supporting activities that promoted personal and religious freedom • He placed great importance in his life and teaching on the equality of all human beings, and was influential in the movement within Hindu society to abolish untouchability and discrimination • Gandhi's teaching about non-violent resistance was a reminder of the central importance in Hinduism of Ahimsa, and of avoiding vengeful attitudes as a response to aggression. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Rama is one of the most popular avatars of Vishnu, and his importance is reflected in the many Hindu texts in which he appears, and the stories about his actions The stories about Rama have been very influential in developing the religion and culture of South Asia, for example in the development of cultural festivals and entertainment The celebration of the birth of Rama forms part of the important Hindu festival of Navratri, and the celebration is considered an important time of moral reflection for Hindus Rama is considered supreme in some Hindu traditions, sometimes referred to as the 'perfect man' because he provides important insights into the way human beings should live, a symbol of courtesy and values Rama is only one of many avatars of Vishnu, and some Hindus will argue that each avatar provides an equally important insight into aspects of Vishnu Some Hindus may say that Krishna is a more important avatar than Rama because he is a central character in the Mahabharata and a reciter of the key Hindu text the Bhagavad Gita. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • On pilgrimage to Varanasi Hindus visit the Kashi Vishwanath Temple (1) which is dedicated to the Hindu God Shiva (1) • Some Hindus will travel to Sarnath (1) which is where the Buddha delivered his first sermon (1) • Pilgrims visit some of the many ghats in Varanasi (1) where many Hindus will bathe in the river (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/ development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The sacred rivers are important in Hinduism because of the great value attached to water, which is essential for its life giving properties • Bathing in the rivers has great religious significance for Hindus because it is believed the action can bring positive karma and freedom from fear of death • The sacred rivers are important because the great rivers have always been essential to the life and economy of India, providing essential irrigation to the crops needed for survival. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Some Hindus consider Diwali the most important festival because as a festival of light it celebrates the triumph of light over darkness, of good over evil Diwali is a festival that unites families and communities in celebration. The community lights candles and fireworks, and joins with neighbours in feasting On the third day, the most important, the festival is an opportunity to honour Lakshmi, the goddess of goodness and prosperity, whom Hindus believe helps them to overcome ignorance It can be argued that Diwali is the most important Hindu festival because it is the one that most unites them with people of other faiths, many of whom also celebrate the festival, sharing the common theme of the triumph of light Hindus celebrate many other festivals which help them to celebrate their religion and culture and some will say that one is no more important than the others Some Hindus may argue that Durga Puja is the most important festival because it worships God as a Mother, which reminds them of the importance of motherhood and caring relationships. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Many Hindu temples have images of Hindu gods and goddesses (1) which act as a focus for prayer (1) • Most temples have an inner shrine area (1) which is a place where gifts can be left for the gods (1) • Usually temples have a place where footwear can be left (1) this stresses the fact that the temple is a holy place away from the noise of the world outside (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/ development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Death rituals are an important mark of respect for the person who has died, and give the person's family and friends an opportunity to mourn • Most Hindus are cremated after death, which is considered important as cremation is believed to hasten the escape of the soul from the body • The brevity of the period of mourning is important because it emphasises the Hindu belief that death brings the soul closer to moksha. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> A Hindu temple is primarily designed to be a place of prayer, and some Hindus will say that it is important that it remains a separate peaceful place so that prayer is not disturbed Temples contain shrines to the deities, and this makes them sacred places that should be protected from the concerns and demands of the secular world outside Some people may argue that secular actions such as eating and chattering would lessen the respect that Hindu children have for the temple and for their religion Many temples also have libraries, and these are important places where Hindus have the opportunity to study their sacred texts and learn more about their faith Traditionally Hindu temples have sometimes served as a place for social gatherings, which is important because they act as a focus for the Hindu community, especially in areas where they are in a minority For some Hindus it is important that they are able to visit the temple to speak with the priest, who is usually learned in Hindu scriptures, and can provide guidance and support in difficult times. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Islam

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Muhammad taught the importance of worship of Allah (1) and that those who did so would not be led astray (1) • Muhammad said that women should be treated fairly (1), that wives have rights over their husbands (1) • He taught that Allah is the God of all people regardless of race (1) and said that an Arab has no merit over a non-Arab (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/development. • Development that does not relate to both the teaching given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Muslims believe that the Qur'an is the direct word of Allah revealed to Muhammad, and so they must obey all its laws and teachings • They believe that as it is the final revelation, superseding all previous revelations; it therefore has authority for all people for all time • They believe that there is great value and merit in learning the Qur'an by heart, as a mark of respect for Allah, and so that they will not go astray in their actions. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> For Sunni Muslims the imam plays an important role in leading prayers in the mosque, and often delivers a sermon that helps to guide Muslims about how to respond to modern events The imam is also seen as a teacher, and sometimes leads the local madrasah, helping young Muslims learn and understand the Qur'an Imams are chosen from people of good character, and some Sunni Muslims look up to them as examples of how to live good lives in accordance with the will of Allah There is no official clergy in Sunni Islam, and Sunni communities do not regard the imam as a religious leader. They believe in a direct connection with Allah without need of an intermediary Sunni Muslims who gather for prayer do not need to be led by an official imam, but can choose one of their number to lead them on that particular occasion Sunnis do not believe that imams are specially chosen by God as the successors of Muhammad and therefore are not the only spiritual leaders. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • At Eid ul-Adha Muslims offer special prayers at the mosque (1) because Eid prayers must be offered in congregation (1) • At Eid ul-Adha the meat of a sacrificed animal is shared with the poor (1) in remembrance of Ibrahim's willingness to sacrifice his son (1) • All members of the family dress in their best clothes (1), which is a sign of respect for the importance of the day (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/ development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Makkah was the birthplace of Muhammad and where he lived his early life. It is therefore a place where the life of Muhammad can be remembered • Makkah is where Muhammad received the first revelation of the Qur'an, so is considered the place where the religion of Islam was first established • According to Islamic tradition, the origins of Makkah go back to Ibrahim who built the Kabah, so it is a place where Ibrahim and his adherence to monotheism are remembered. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Madinah may be considered the most important city for Muslims because it is where Muhammad built the first mosque, this symbolises the time when Muslims could first pray and worship Allah openly and without fear Madinah is the city to which the Muslims migrated to escape persecution, and is therefore of great spiritual significance for Muslims as the place where Islam could be established and begin to grow Madinah is a place of special respect for Muslims as the final resting place of Muhammad, as well as the early Caliphs Abu Bakr and Umar Some Muslims might argue that there are many cities that are important for Muslims for different reasons, including Makkah and Jerusalem, and that there is no value in judging one more important than another Many Muslims would say that Makkah is the most important Muslim city, as it is the place of the first revelation of the Qur'an, which they believe to be the final revelation of the will of Allah Makkah could also be considered the most important city because it is at the heart of the Muslim Hajj, where many of the religious duties of Hajj are performed, whereas it is not essential to visit Madinah. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • A mosque has a Mihrab (1) this guides the direction of prayers toward Makkah (1) • There is a prayer hall (1), this area is where Muslims can prostrate in prayer in a clean space (1) • Before reaching the prayer hall there is a washing area (1), where Muslims can perform wudu in preparation for prayer (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/ development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Signing the legal contract between a Muslim man and woman is important because it indicates their consent to the marriage and that they are acting freely • The legal document is also important because it outlines the different responsibilities of the man and woman in the marriage, such as the obligation to provide for the family • The payment of mahr, a form of dowry paid by the groom to the bride, is an important part of the marriage because it demonstrates the financial solvency of the groom and therefore his ability to fulfill his duty of care. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material.
1-3	<ul style="list-style-type: none">• Limited use of religious terms.• Description of relevant religion, beliefs and values is mostly satisfactory.• Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none">• Use of religious terms is appropriate and shows understanding.• Explanation of relevant religion, beliefs and values is comprehensive.• Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Many Muslims consider mosques to be essential to Islam as they are the means by which proper Islamic worship and knowledge are imparted and error can be corrected • Mosques are considered of great importance in Islam because establishing mosques was one of the first actions of Muhammad following the Hijrah, and are a symbol for Muslims that they are able to worship Allah openly • Mosques allow Muslims to come together for Friday prayers and festivals, which is an important witness in Islam of the unity of the ummah in the worship of Allah • Mosques are very important places that provide a focus for, and help to unify the Muslim community, as places of education and for social gatherings • Although Muslims are encouraged to go to the mosque for Friday prayers, some Muslims argue that this is not essential, and that Muhammad said that any clean place could be used for prayer • In some countries Muslims cannot practice their religion openly, and in these circumstances are permitted to pray, teach and socialise in their own homes, without offending against Shari'ah law. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Judaism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a role. Award a second mark for development of the role. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The Beth Din acts as court in marriage cases (1) such as providing a Get if a husband refuses to do so (1) • It can make judgements about kosher foods (1) such as providing certification for kosher restaurants (1) • It makes judgements about conversion to Judaism (1) determining whether a process of conversion has followed accepted rules (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated role/development. • Reject development that does not relate to both the role given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • It was to Moses that God gave the Ten Commandments, and he is therefore understood as the bringer of the Torah (the Law) to the Jewish people • Moses is important to Jews as the leader who took the ancient Israelites from slavery in Egypt, and parted the Red Sea to escape from Pharaoh's army • Some Jews consider Moses to be the 'Father of all the Prophets' who received from God all the written and oral teachings which established the distinctive character of Judaism. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The Talmud can be thought a sufficient guide because it is a written version of the Jewish oral law, and is generally considered comprehensive, with commentaries that allow Jews a fuller understanding of its meaning The Talmud is considered the source for the code of Jewish law, called in Hebrew 'Halakhah', which can be translated as 'the way to behave' suggesting it is the guide to correct action for Jews Some Jews consider the Talmud to be the most important text for living a good Jewish life because of its unique combination of ancient traditions and guidelines that interpret Torah laws that were formerly undefined The Talmud arrives at correct answers to questions through a process of argument, and for centuries Jews have considered this method of disputation as the best way to resolve issues that are uncertain There are many different texts in Judaism that provide guidance for living a good life, all of which have value, and it can be argued that it would be wrong to say that one text is more important than another Some Jews would say that the Torah is the best guide for Jews because it is the direct word of God, and is therefore infallible <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • At Rosh Hashanah the shofar is blown (1) the hundred notes start the ten days leading up to Yom Kippur (1) • Rosh Hashanah is an occasion for Jews to think about their past behaviour (1) and ask forgiveness for their wrong actions (1) • There is a special meal eaten at home (1) this includes eating apples dipped in honey to symbolise hopes for a sweet New Year (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature / development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Masada is important to some Jews because it was the scene of a rebellion against Roman rule, so is an important symbol of opposition • When faced with capture by the Romans almost a thousand Jews committed suicide at Masada, which Jews herald as a sign of their courage and an act of martyrdom • Some Jews consider Masada an important place of pilgrimage because it acts as a reminder of their need to fight against oppression and preserve their rights to a homeland. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Many Jews believe it is important to visit Yad Vashem because they believe it is their duty to respect the victims of the Holocaust and ensure they are never forgotten They believe that by supporting Yad Vashem they are keeping the truth of the Holocaust alive in the minds of people around the world, so that history might not repeat itself Some think it is important to visit Yad Vahem to pay their respects to the 'righteous Gentiles' who are honoured there, and so to acknowledge that some people risked their lives to oppose the persecution of Jews Some Jews argue that Yad Vashem is an important educational centre, and that a younger generation of Jews should visit it in order to learn more about this tragic event in their history Some Jews are opposed to visiting Yad Vashem because they feel there is a risk in dwelling too long on such bad memories, which might lead to negative attitudes and emotions Some may argue that there is no need to visit Yad Vashem to keep the memory of the Holocaust alive, because remembrance is mainly in a person's heart and mind, and not related to buildings or artifacts. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a feature. Award a second mark for development of the feature. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Some drops of wine are placed in the child's mouth (1) which is designed to calm him during the ceremony (1) • The ritual is performed by a mohel (circumciser) (1) someone who is knowledgeable in both the law and the practice of circumcision (1) • It involves removing a baby boy's foreskin (1); this act is a mark of the covenant between God and Abraham (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated feature/ development. • Development that does not relate to both the feature given and the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The word 'synagogue' means 'bringing together', and a synagogue provides an opportunity for the Jewish community to gather to celebrate their identity • It is a building where Jewish people meet to celebrate important events in their lives, such as when a Jewish boy or girl celebrates their coming of age (Bar/Bat Mitzvah) • A synagogue is a place where Jewish people meet with their community to celebrate the major festivals of their religion, such as at Yom Kippur when they gather to acknowledge their sins and pray for forgiveness <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Many Jews believe Shabbat to be the most important celebration because it is the first holy day mentioned in Jewish scriptures, reflecting the rest taken by the Almighty following the work of creation Shabbat is considered of great importance because it is a weekly reminder of the observances of the Jewish faith, which could be forgotten during the week of work and school Shabbat is considered by Jews to be a gift from God, allowing them to take time off from the pressures of life and enjoy a period of stillness with God and each other Some Jews will say that Shabbat is most important because it is a family celebration, often involving family members who have been away, and the Jewish faith strongly upholds the importance of the family Some Jews will say that Yom Kippur is the most important day for Jews because of its solemnity, and is a period of self-reflection and commitment to live a better life Some Jews will say that Pesach is the most important festival, because it celebrates freedom, especially their right to worship God according to their laws and traditions. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Sikhism

Question number	Answer	Reject	Mark
1(a)	<p>Award one mark for providing a teaching. Award a second mark for development of the teaching. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Guru Gobind Singh taught the importance of working for the good of society (1) adding that this was important even if it involved risk to one's life (1) • He taught that people should be open to learning from anyone (1) and that one can learn even from one's students (1) • He taught that everyone belonged to a common humanity (1) and so taught against the caste system that existed in India in his time (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development. • Development that does not relate to both the teaching given and the question. 	(4)

Question number	Answer	Mark
1(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • The Rahit Maryada is important to Sikhs as a source of instruction about how to live one's personal life, such as the need to engage in an honest profession • It also teaches Sikhs the importance of creating good communities, particularly by treating everyone as equals and respecting their beliefs • It is an important source of guidance for Sikhs about how to pray, such as how to conduct their services in the Gurdwara with appropriate music and actions. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
1(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> The granthi is very important in Sikhism for their role in Sikh worship, including offering the prayers that start and end the day in the Gurdwara, and the leadership of kirtan The granthi is the custodian of the Guru Granth Sahib, the Sikh holy book, and it is their duty to ensure that it is opened each morning and treated with respect The granthi plays an important role in Sikh rites of passage, and often conducts the ceremonial, for example conducting marriages and giving instruction about the duties of married life The role of the granthi has been established through history and common practice, and their service to the Sikh community is highly respected, with Sikhs often looking to the granthi for advice The granthi does not have a priestly role as in some other religions, so they are not specially set apart from the community, or ordained, and are not essential religious intermediaries Although the granthi often leads Sikh worship, the role of the granthi is not essential, and can be performed by any Sikh invited to do so by the worshipping community. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
2(a)	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Amritsar is considered by many Sikhs as their holy city (1) because it was established by one of the Ten Gurus, Guru Ram Das, in the 16th Century (1) • Amritsar is the site of the Golden Temple (1) which many Sikhs consider is at the centre of their spiritual and cultural identity (1) • The Harmandir Sahib houses the Sikh holy book, the first Adi Granth (1) which is read out continuously in the Temple, day and night (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development. • Development that does not relate both to the way given and to the question. 	(4)

Question number	Answer	Mark
2(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Some Sikhs do not think it is important to go on pilgrimage because it is not an instruction found in the teachings of the Sikh Gurus, some of whom explicitly doubted its spiritual value • Some Sikhs believe that the true pilgrimage is a personal inner journey towards God, achieved best by contemplation and the quest for inner knowledge • Some Sikhs believe there is a spiritual and cultural value in pilgrimage because it can remind them of their history and of the lives and teaching of the Gurus. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1-3	<ul style="list-style-type: none"> Limited use of religious terms. Description of relevant religion, beliefs and values is mostly satisfactory. Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none"> Use of religious terms is appropriate and shows understanding. Explanation of relevant religion, beliefs and values is comprehensive. Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
2(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> Melas are important for Sikhs because they were established as Sikh celebrations by one of the Ten Gurus, Guru Amar Das, as a way of using traditional celebrations to focus minds onto Sikh beliefs Diwali is important to Sikhs because it celebrates the release of Guru Hargobind, and his support for captive Hindu princes, which emphasises the important Sikh principle of respect for the beliefs of others Baisakhi is very important for Sikhs because it celebrates the establishment of Sikh baptism and the formation of the Khalsa, reminding Sikhs of the commitments they make for their faith Some Sikhs might argue that they celebrate many different festivals, each with their own significance, and that it is wrong to look upon any festival as the most important Some Sikhs might believe that the various celebration of Gurpurbs are the most important because, as celebrations of the life of the Gurus, they focus the minds of Sikhs on their teachings and example Some may consider the birthday of Guru Nanak as the most important holy day in the Sikh calendar, because it also celebrates the origins of their faith and is a time to recommit themselves to his teachings. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>Award one mark for providing a purpose. Award a second mark for development of the purpose. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • A gurdwara is a Sikh place of worship (1) somewhere where Sikhs can gather together for prayer (1) • The gurdwara is the place where the Guru Granth Sahib is kept (1) often including a special room where it can be kept at night (1) • Gurdwaras are community centres (1) for example, they have a Langar, where food is served to all without charge (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated purpose/development. • Development that does not relate both to the purpose given and to the question. 	(4)

Question number	Answer	Mark
3(b)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Sikh death rituals are an opportunity for people to show respect for the person who has died, and to honour their memory, which they do for example by saying short prayers when visiting the coffin • The death rituals confirm Sikh belief in reincarnation, as there is no mourning at Sikh funerals, but prayers offered so the soul can break free of the cycle and be one again with God • The name of Waheguru is repeated by the congregation for comfort and peace of mind, which expresses how the funeral service shows that the mourners are resigned to God's will. <p>Accept any other valid response.</p>	(6)

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material.
1-3	<ul style="list-style-type: none">• Limited use of religious terms.• Description of relevant religion, beliefs and values is mostly satisfactory.• Gives a partial explanation of the significance and influence of beliefs and values.
4-6	<ul style="list-style-type: none">• Use of religious terms is appropriate and shows understanding.• Explanation of relevant religion, beliefs and values is comprehensive.• Explanation of significance and influence of beliefs and values is assured and comprehensive.

Question number	Indicative content
3(c)	<p>The student must underpin their analysis and evaluation with knowledge and understanding. The student will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors described below.</p> <p>The student will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> • Sikh worship can be either public or private because Sikhs believe that Waheguru is all-pervasive, as part of their private lives and also present in their communities • Sikh practice has many examples of both private devotions and worship in the gurdwara, including prayers said at home at the start and end of the day, and the public celebration of festivals • Sikh beliefs express the view that public and private worship have equal value before Waheguru, who is listening to all prayers, whatever the time or place, whether spoken aloud or in the heart • There is specific importance attached in Sikhism to community worship, which allows Sikhs to unite in their beliefs and support each other spiritually and practically • Congregational worship in the gurdwara is an important part of Sikh life, because the gurdwara is understood as ‘the door that leads to the Guru’, and the presence of the Guru Granth Sahib provides a particular focus for prayer • Private prayers have the additional value of sanctifying each moment of the day and every action, reminding Sikhs that all of life is holy, which should guide all they do. <p>Accept any other valid response. (10 marks)</p>

Mark	Descriptor
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of religion and belief. • Identifies information/issues and makes superficial connections between a limited range of elements within the question. • Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
4-6	<ul style="list-style-type: none"> • Demonstrates limited understanding of religion and belief. • Deconstructs religious information/issues, and makes superficial connections between many but not all of the elements in the question. • Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	<ul style="list-style-type: none"> • Demonstrates accurate understanding of religion and belief. • Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many but not all of the elements in the question. • Constructs coherent and reasoned judgements of many but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	<ul style="list-style-type: none"> • Demonstrates sustained accurate and thorough understanding of religion and belief. • Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between the full range of elements in the question. • Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

