



For teaching from 2016  
For awards from 2018

GCSE (9–1) RELIGIOUS STUDIES

SAMPLE ASSESSMENT  
MATERIALS



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Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**  
**RELIGIOUS STUDIES**  
**COMPONENT 1**



**RELIGIOUS, PHILOSOPHICAL AND  
 ETHICAL STUDIES IN THE MODERN  
 WORLD**

**SAMPLE ASSESSMENT MATERIALS**

**2 hours**

### **INSTRUCTIONS TO CANDIDATES**

Answer **all** questions.

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

If this is not enough space, you may use continuation sheets. Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

Your ability to spell, punctuate and use grammar will be assessed in question 1 (d).

You are expected to use specialist terminology accurately and make reference to sources of religious wisdom and authority (including religious texts) where relevant.





































## COMPONENT 1

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

## Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:  
belief, practices and sources of authority  
influence on individuals, communities and societies  
similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. Excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of appropriate religious/specialist language and terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>



**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Questions 1 (d), 3 (d) and 4 (d) ONLY. See below Band Descriptor for 2 (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language, terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**Question 2 (d) LIFE AND DEATH**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>An excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies</p> <p>A very good, detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints linked to religion and belief. A good understanding of how belief influences individuals, communities and societies</p> <p>A good, reasonably detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>A limited consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Uses limited religious/specialist language, terms and/or few sources of wisdom and authority</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt, or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>A very basic consideration or no consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

## 1. Issues of Relationships

### (a) What is meant by 'vows' in a religious marriage service? AO1 [2]

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include some or all of the following, but other relevant points should be credited.

- promises made to each other
- promises made to God
- promises made in a public place
- promises made in a place of worship
- promises that show commitment to one another and to God

### (b) Describe ways in which families are important in a faith community.

AO1 [5]

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Reference to the expectation of family units in religious teachings e.g. Ten Commandments
- References to importance of families in stories from sacred texts and sources of wisdom e.g. in the Parable of the Lost Son
- Reference to the functions of specific types of family e.g. the distinctive role of members in an extended family
- Unit established for support and care
- Expectation of religious/non-religious beliefs that within a family there will be specific duties for members e.g. the different ashramas in Hinduism
- Care of the elderly and young

### (c) From two different religions or two religious traditions, explain attitudes to same sex relationships. AO1 [8]

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

#### Christianity

- Differing views from denominations and individuals which often results from interpretations of scriptures and cultural/ethnic background
- Although there are no direct teachings, references may be made to interpretations of Genesis 19:4-11, Leviticus 18:22, Leviticus 20:13, I Corinthians 6:8-10, and Jude 1:7
- Belief that marriage between a man and woman is ordained by God
- Reference to the importance of creating and rearing children which same-sex relationships may prohibit (e.g. some members of Church of the Latter-day Saints)

- Same-sex relationships are considered contrary to 'natural law'. The teaching in Catholicism (re-affirmed by Pope Francis) distinguishes between the orientation and the homosexual act ('hate the 'sin', love the 'sinner')
- Seen as a crime and even punishable by death in some Christian countries
- References to the impact of contemporary actions e.g. since 2012 British law allows churches to conduct same sex partnerships. These have been embraced by some denominations but not by others e.g. Orthodox Church, conservative/evangelical Anglicanism, whilst Canon Law prevents Roman Catholic acceptance
- The 2014 Synod of Bishops was the first to examine the issue of pastoral care for people in same-sex civil unions and marriages
- The views of some Christian groups (liberal Anglican and Society of Friends) that same sex relationships are accepted within a loving relationship

### **Buddhism**

- Differing views from denominations and individuals which often results from interpretations of scriptures and cultural/ethnic background
- Interpretations of sacred texts and wisdom – there is no objection of the Buddha found in the Tipitaka. Buddha was neither supportive nor against marriages between members of the same gender
- Any attachment to sensual enjoyment and sexual pleasure in particular, are hindrances to enlightenment
- 
- Some Buddhist leaders, like the 14th Dalai Lama, have explicitly spoken against the act
- The Bhutanese Lama Rinpoche has argued that sexual preference is irrelevant to Buddhist concerns about sexuality, explaining that culture is to blame for homophobia
- Western/Tiranta Buddhists often emphasise the importance Buddha placed on tolerance, compassion, and seeking answers within one's mind

### **Hinduism**

- Many different authorities in Hinduism presenting a wide range of views and opinions
- Differing views from denominations and individuals which often results from interpretations of scriptures and cultural/ethnic background
- Homosexuality has long been accommodated in Hindu society though with discretion and little public debate. The term, 'third gender' was used
- Men and women are believed to have a religious duty to be married and produce children so heterosexual relationships are generally regarded as the norm
- Some refer to reincarnation that everyone passes through various forms, genders and species in a series of lives. We should not judge each other by the material body but view everyone equally on a spiritual plane, and be compassionate as God is

## Islam

- Same sex relationships are seen as a crime in some Islamic societies
- Punishable in some countries by death
- Prohibited by Qur'an, e.g. Surah 7:80-81, 26:165-166
- Qur'an is considered to be the literal word of Allah
- Story of Lut (Lot) and destruction of city by Allah due to same sex relationships
- Importance of children and family in Islam means that same sex relationships are discouraged
- Focus on marriage between man and woman in Islam – considered to be the ideal state

## Judaism

- Differing views from denominations and individuals which often results from interpretations of scriptures and cultural/ethnic background
- Interpretation of texts from the Torah e.g. Leviticus 18.22, Leviticus 20:13 as literal or as implying no condemnation for the people but for the action
- References to the Talmud and Mishnah e.g. Kiddushin 82a, Bava Metzia 84a (referring to imbalance of power)
- Application of key beliefs such as the importance of creation of life and not 'wasting seed' (Genesis 38 9-10)
- Contemporary influences regarding same sex marriages in the liberal tradition including Rabbis

## Sikhism

- Marriage in Sikhism is seen as a union of souls. In Sikhism, the soul is seen as genderless, and the outward appearance of human beings (man, woman) is a temporary state. Same sex marriage advocates refer to this
- Application of key beliefs: Sikhism is more concerned with one's attainment of enlightenment rather than habitual desires such as sexuality
- Interpretation of texts; no specific teachings from Guru Granth Sahib although encouragement of married life and procreation always refers to heterosexual relationships
- Giani Joginder Singh Vedanti, of the Akal Takht (the temporal Sikh authority in India), has condemned homosexuality
- Many Sikhs believe there is nothing wrong with homosexuality in Sikhism, and that the view of some preachers in the Akal Takht is flawed
- Same sex unions are not conducted in a gurdwara

- (d) **“Sex outside marriage is always wrong.”** **AO2 [15 + 6]**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer).**

*Marks for spelling, punctuation and the accurate use of grammar are allocated to this question*

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- Fidelity within marriage is valued
- Marriage vows promise sexual faithfulness
- Sex should be part of a committed marital relationship
- Pre-marital sex is prohibited by a number of religious traditions
- Adultery is condemned by a number of religious traditions
- Extra-marital sex undermines the status of marriage
- Sex outside marriage may lead to unwanted pregnancies
- Some people are divorced and may not be allowed to remarry
- Society has changed; sex outside of marriage is socially acceptable
- Some religious traditions, such as more liberal groups within the Anglican Church, allow sex outside marriage if the relationship is stable and the couple intend to marry. However, more conservative or evangelical groups within the Anglican Church may not approve of this
- Some people do not want to marry for different reasons, e.g. cost
- Those who hold non-religious beliefs would argue that sex does not have to be confined within marriage in order to show enjoyment, love or commitment. Sex outside marriage can be just as meaningful
- They might also argue though that hurting people or behaving disrespectfully or dishonestly or being irresponsible are not right and sex that leads to these is, therefore, to be avoided

**Assessment of spelling, punctuation and the accurate use of grammar.**

<b>Band</b>	<b>Performance descriptions</b>
<p><i>High performance</i></p> <p>5 – 6 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> </ul>
<p><i>Intermediate performance</i></p> <p>3 – 4 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> </ul>
<p><i>Threshold performance</i></p> <p>1 – 2 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> </ul>
0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>



**2. Issues of Life and Death****(a) What is meant by 'sanctity of life'? AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include one of the following but other points could be included.

- Life in all its forms is sacred
- No person should disrespect or harm life
- Life is given by God and is special

**(b) Why might there be differences of belief about creation within the same religion? AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following but other relevant points should be credited.

- Some take a literalist reading of creation stories even if aspects appear illogical. The importance is having faith
- Some take an interpretive approach
- In some traditions there is more than one creation story
- In some traditions the creation stories are considered to be an allegory or example of the wonder of the Ultimate Being
- Translations from different languages have resulted in differences of interpretation
- Reference to value of scientific theories within interpretation of creation stories

**(c) From two different religions or two religious traditions, explain beliefs about life after death. AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

**Christianity**

- Eternal Life is received through faith. Although bodies grow old and die there is a life after with Christ in heaven ('We believe in the resurrection of the body and the life everlasting'-The Apostles Creed)
- To gain entry to Heaven there are two things needed: how a person responds to Jesus and his teachings 'For God loved the world so much that he gave his only son so that whoever believes in him may not be lost but have eternal life.' (John 3:16)

- How a person responds to those in need on earth 'Anything you did for any of my people here, you also did it for me...Come and receive the kingdom prepared for you.' (Matthew 25;34,40)
- Resurrection – central belief because of the resurrection of Jesus
- Different views on who is resurrected
- References to Catholic ideas about Purgatory
- Different ideas about types of Hell

References to specific denominational teachings should be credited.

### **Buddhism**

- Rebirth of the karmic energy of the person
- Importance of Nirvana which exists not as a place but a state of mind where the fires of greed, ignorance and hatred are extinguished and one is liberated from rebirth
- Concept of the six different rebirth realms, some positive, some negative depending on the karma one has attained in the current life
- Concept of the wheel of samsara as the karmic energy is reborn
- In the Mahayana tradition, concepts of bodhisattvas who choose to be reborn in order to show others the way to enlightenment

References to specific denominational teachings should be credited.

### **Hinduism**

- Reincarnation/Transmigration- that this is not the first nor last existence
- The atman can be elevated to higher forms or degraded to lower forms. It then returns to the human form either by falling or rising; 'As the embodied soul continually pass, in this body from childhood to youth and then to old age, the soul similarly passes into another body at death.' (Bhagavad-Gita 2:13)
- Importance of Moksha as final union with Brahman at which one is released from the wheel of samsara
- Importance of karma in deciding the form the reincarnation will take

### **Islam**

- Akhirah is the life ever after and referred to in the Quran
- At the Judgement Day all they do on earth will be judged and used as evidence to decide their life after death
- Timing of death is known to Allah 'No one dies unless Allah permits. The term of every life is fixed.' Surah 3.145
- Teachings about Paradise and Ghenna e.g. Surah 98 5-8

## Judaism

- Immortality of the soul believed by most Jews (Mishna, Sanhedrin 11.1)
- View of some Jews that the resurrection will happen when the Messiah comes
- View of some Jews that the body will be resurrected
- Emphasis on this life rather than the next
- Belief in resurrection in "the world to come." (Genesis 15.15)
- Rewarding afterlife depends on one's actions rather than beliefs alone

References to specific denominational teachings should be credited.

## Sikhism

- Reincarnation. The soul reincarnates when the body dies
- Good, or bad actions, in this life, determine the life form into which a soul takes rebirth
- At the time of death, those who have been ego centred demonic may be destined to suffer great agonies, and pain, in the dark underworld of Narak
- A soul may attain liberation from the cycle of reincarnation in Sachkhand, the realm of truth, it exists eternally as an entity of radiant light
- Some believe at the time of death the final thought determine how one reincarnates. The soul takes birth in accordance with that which the mind last remembers
- Through gaining mukti you can escape the cycle of birth and death

- (d) **“It is a woman's right to choose abortion.”** **AO2 [15]**  
**Discuss the statement showing that you have considered more than one point of view.**  
**(You must refer to religious and non-religious beliefs such as those held by Humanists and Atheists, in your answer)**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- The father should also have rights
- There are no hard and fast rules. All medical situations depend upon the context: a relative/situationist approach
- Application of principle of utilitarianism
- Doctors are the experts and know what they are doing
- Each child should be a wanted child
- Many religious traditions consider mother's life is more important if her life is at risk
- Many religions believe days are fixed and a part of God's plan
- Life is too sacred to be placed in the hands of human beings/sanctity of life
- References to interpretation of scriptures and wisdom
- General Synod urges that abortion law should be applied more strictly
- As life is created by God it must be revered from the moment of conception

- Reference may be made to the authority or magisterium of the Pope and the College of Bishops
- Catechism points out that from the first moment of existence a human being has the rights of a human person
- Bad karma can result from an abortion
- The principle of ahimsa and non-violence would be the guide
- Up to 4 months after conception, ensoulment has not taken place and the mother's rights are worth more than the child's
- Jesus' teachings/religious leaders showed the importance of life
- All life has atman and each atman is individual
- Importance of Pikuach Nefesh
- Humanist belief that we do not have a soul and we are not linked to God or created by him. There is no divine plan for each of us
- Peter Singer's ideas that human beings have no special right to life just because they are humans (speciesism)
- Humanists would ask that circumstances be taken into account: rape, poverty, disability, situation of the Mother and/or Father etc. when considering abortion – quality of life is paramount

**3. Issues of Good and Evil**

**(a) Giving one example, state what is meant by 'sin'. AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include one of the following but other points could be included.

- Acting against the moral code of the religion, e.g. Ten Commandments
- When you give in to temptation and do something wrong
- Breaking the law
- Missing 'the mark'; falling short of what it is to be fully human
- Examples could include adultery, murder, stealing, cheating in an examination

**(b) With reference to one religion you have studied, explain views about the use of the death penalty. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Teachings from sacred scriptures
- Reference made to the sacredness of life
- References made to the importance of living out the Golden Rule
- The difficulty of ensuring the correct person has been convicted
- References may be made to any of the four aims of punishment
- Goes against many religious teachings regarding only God can take life
- Certain crimes are so serious that they warrant the death penalty e.g. in Islam, apostasy
- The argument of utilitarianism or reference to situation ethics or an absolutist approach, such as Natural Law
- Reference to karma
- Reference to ahimsa
- The Buddhist Precepts and Right Action

- (c) **From two different religions or two religious traditions, explain views about 'free will'.** **AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

### **Christianity**

- God has given everyone freedom to live their lives
- References to different views on predestination and beliefs from different interpretations of the Fall
- References to writings of St Augustine
- Different emphasis regarding relationships between predestination and free will depending upon denominations
- Many Methodists believe that while God is all-knowing and always knows what choices each person will make, he still gives them the ability to choose (or not choose) everything
- Many Lutherans believe humanity is free to choose and act in every regard except for the choice of salvation
- Many Roman Catholics do not view free will as existing apart from or in contradiction to grace

References to denominational differences should be credited.

### **Buddhism**

- Buddhism accept concept, including influence on individuals, communities and societies of freedom and determinism
- Reference to pratitya- samutpada (inter-dependent arising)
- View that free will is conditioned and not "free" to begin with
- Reference to karma as the cause and effect in this life and in previous, countless lives

### **Hinduism**

- Different views from the different schools of thought
- Interpretations of the teachings of Swami Vivekanda
- Reference to karma as the cause and effect in the next lives
- Importance of self-contained decisions. Free will cannot be exercised if actions are allowed without consideration. Importance of mind and body consciousness
- References to relationship between fate and free will

### **Islam**

- Although many Muslims believe in predestination they believe they have free will. It is that Allah knows the final outcome Surah 22.70
- Free will granted by Allah so people are not puppets. It enables them to learn from mistakes Surah 30.41
- Role of Qur'an and Hadith in supporting rightful decision making
- Every person has free will to choose whether to obey Allah
- As some will not follow Allah then suffering can ensue
- Role of the Day of Judgement in determining the impact of free will

### Judaism

- Although many Jews believe in predestination they believe they have free will. It is that God knows the final outcome
- References to the Talmud e.g. at the moment of conception, including influence on individuals, communities and societies
- Teachings of Maimonides in Mishnah Torah
- Role of the Torah in supporting rightful decision making
- Connections between misuse of free will and consequences
- Different views regarding predestination

### Sikhism

- Sikhism supports the soft determinist viewpoint that most actions are free and the rest are determined
- References to waheguru as the originator of all cause and actions
- Teachings from the Guru Granth Sahib e.g. Guru Arjan Dev Ji, p.135
- References to the consequences of karma as cause and effect
- Through free will true destiny as a human being is chosen. This relies upon God-consciousness reflected by service to God and others

- (d) **“The existence of suffering proves there is no God.”** **AO2 [15]**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)**

Refer to the relevant band descriptors in these marking guidelines.  
 Candidates could include some or all of the following, but other relevant points should be credited.

- Reference to belief in Free Will and/or ‘Original Sin’
- For some this is an argument that God does not exist, especially if God is supposed to be omnipotent and all-loving
- Suffering can bring benefits e.g. resilience; reference to the Irenaean/Hick philosophical argument
- Some people suffer (e.g. fast) to experience the suffering of others and create a shared humanity
- The principle of karma which relates suffering to previous actions
- God is too great for humans to understand why there may be suffering
- References to the lessons learnt in scriptures and wisdom e.g. Story of Shivan, Job
- References to the role of suffering by sources of authority e.g. the vicarious suffering of Jesus; the suffering of the Buddha leading to the principle of the Middle Way
- Non-religious beliefs may include the idea that God does not exist and therefore should not be considered
- Non-religious believers may argue that suffering is usually brought about by the wrong-doings of human beings or the laws of nature and that suffering will continue if human beings continue to be greedy, hateful, selfish, self-serving etc.

#### 4. Issues of Human Rights

**(a) Giving one example, state what is meant by 'discrimination'. AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include one of the following but other relevant points should be included.

- Making a distinction based on something other than individual merit
- Acting on prejudice by treating a person or a group of people, badly
- Examples could include gender, sexual orientation, race, disability, age

**(b) Describe one example of when personal religious conviction has conflicted with the laws of a country. AO1 [5]**

- Candidates may make reference to any example when religious conviction has conflicted with civil law.
- Examples may include legal conflict over items of clothing: hijab, niqab, turban etc., or items such as cross, kara, kirpan etc.
- Give credit for examples that make reference to conflict over freedom of artistic expression,
- The freedom to protest,  
Credit examples where religious conviction has led to accusations of prejudice and discrimination

**(c) Explain from two different religions or two religious traditions, attitudes to gaining and using wealth. AO1 [8]**

Candidates could include some or all of the following, but other relevant points should be credited.

##### **Christianity**

- Sacred texts and sources of wisdom, e.g. The Tenth Commandment makes it clear that people should be content with what they have (Exodus 20:17)
- Jesus told his followers that being wealthy is not easy (Luke 18:25)
- Jesus taught that people should use their wealth unselfishly, to look after one another (Matthew 25:35-36)
- Christians must make sure that they earn their living an honest way that does not hurt other people
- Charity is the greatest of the three theological virtues
- Charity has two parts: love of God and love of man, which includes both love of one's neighbour and one's self e.g. 1 Cor. 13
- Contemporary practices, e.g. work of Christian Aid, CAFOD



## **Buddhism**

- Suffering comes through desire and attachment (dukkha and anatta)
- Reference to Middle Path; avoiding extremes of austerity and extravagance
- Teachings from Buddha on acquiring and using wealth
- Wealth cannot bring true inner happiness and stop suffering/problems
- It is not vital, kindness, love and inner happiness are vital
- Even having all you desire, you will still suffer and be dissatisfied
- Good karma comes through acts of kindness
- Work of Buddhist charities

## **Hinduism**

- Dharma (duty) encourages married Hindus to work hard and earn money. In this way they can support themselves and their family
- Artha is about gaining wealth by honest and lawful means
- Money is seen as necessary but it should not be seen as the most important thing
- Charity is an important duty for married Hindus
- Scripture obliges the householder to step outside the front door before each meal and to announce three times "Is anyone hungry? Please come to take your meal!" Only then would the family eat, with or without guests
- Other acts of charity include giving alms and clothing, and ritually feeding the poor, holy people and animals
- Work of Sewa International

## **Islam**

- How wealth is used and spent is a test from Allah
- The fact that one of the five Pillars of Islam (zakat) is about giving money to the poor reminds us that everything we have belongs to God. People are given their wealth as a trust from God and spending it the right way, with the right intentions, for the best purpose, and for the sake of God helps free us from the love of money
- Wealth is blameless if it is rightfully obtained, without hurting others, i.e., without violence, stealing, lying and deception
- Work of Muslim charities

## **Judaism**

- The tenth commandment makes it clear that people should be content with what they have (Exodus 20:17)
- Materialism is wrong (Ecclesiastes 5:10)
- Love of money could mean that people forget about God (Deuteronomy 8: 11-14)
- Tzedakah: giving to the poor is not viewed as a generous, magnanimous act; it is simply an act of justice and righteousness, the performance of a duty, giving the poor their due
- Contemporary practices, such as Jewish National Fund

### **Sikhism**

- Sikhs believe that wealth is only acceptable if it is used for other people such as giving them work or food
- Gaining of wealth should be through honest and hard work
- Charity is a very important part of Sikh teachings because equality and compassion are essential for a spiritual life. All religions and all nations must be helped to live a good and peaceful life. Hard work is also essential for a Sikh - begging or not working is lazy and selfish
- Sewa, or service to the community (sadh Sangat), is essential to the life of a Sikh. They should be prepared to give up some of their time and energy to help others
- For a Sikh it is a privilege and a duty to provide langar (food) in the gurdwara (Sikh place of worship) for the whole congregation after the weekly service of worship
- Work of Sikh Aid International

- (d) **'Religions should do more to fight against racial prejudice and discrimination'.** **AO2 [15]**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer).**

- Candidates may make reference to the teachings and actions of individuals (such as Martin Luther King, Ghandi, Dr. Ambedkar etc.) to demonstrate the fact that religious people have worked for racial equality
- Candidates may make reference to religious teachings on equality to demonstrate the need for religious people to work for racial equality
- Candidates may also argue that religion separates or divides people along racial lines and that, historically, some religions/religious groups have been actively or passively racist (slave trade, silence during Holocaust etc., Ku Klux Klan)
- Non-religious beliefs may include the idea that religion has not/does not do enough to combat racial prejudice and discrimination and that religious teachings and ideas have often been used to justify racism, anti-Semitism etc.

Candidate Name	Centre Number					Candidate Number				
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**GCSE**  
**RELIGIOUS STUDIES**  
**COMPONENT 2**  
**CHRISTIANITY**  
**SAMPLE ASSESSMENT MATERIALS**  
**1 hour**



### **INSTRUCTIONS TO CANDIDATES**

Answer **all** questions

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

If this is not enough space, you may use continuation sheets. Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

Your ability to spell, punctuate and use grammar will be assessed in question 1 (d).

You are expected to use specialist terminology accurately and make reference to sources of religious wisdom and authority (including religious texts) where relevant.

Answer **all** questions.

**1. Beliefs and Teachings**

(a) State **two** Christian beliefs about God. [2]

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(b) Explain Christian teaching about the crucifixion of Jesus. [5]

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**2. Practices**

(a) State **two** ways in which Christians may worship God. [2]

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(b) Describe how Tearfund helps those in need. [5]

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## COMPONENT 2

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

## Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:  
belief, practices and sources of authority  
influence on individuals, communities and societies  
similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>



## 1. Beliefs and Teachings

See instructions provided with indicative content.

**(a) State two Christian beliefs about God. AO1 [2]**

Give one mark to candidates who provide one accurate statement. Give two marks to candidates who provide two accurate statements.

Credit valid alternatives.

Candidates could include the following, but other relevant points should be credited.

- Christians believe God is omnipotent
- Christians believe God is omnipresent
- Christians believe God is omni-benevolent
- Christians believe in the Trinity - God the Father, Son and Holy Spirit

**(b) Explain Christian teaching about the crucifixion of Jesus. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- The death of Jesus was part of a divine plan
- The death of Jesus was necessary to allow the resurrection to take place
- The crucifixion of Jesus was an act of atonement for the sins of people
- The crucifixion is part of the process for the redemption/salvation of humanity
- Reference to Biblical texts, such as Luke 18:31-33
- The crucifixion was a fulfilment of Old Testament prophecy

**(c) Explain why Christians believe heaven is important. AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Christians believe heaven is to be in the presence of God
- Christians believe that heaven will be a paradise
- Christians believe heaven is a reward for a life of faith and good works
- There is a diversity of viewpoints about heaven within different Christian traditions
- Reference to Biblical texts, such as Luke 23:43

- (d) **“Jesus was just an ordinary man.”** **AO2 [15 + 6]**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)**  
*Marks for spelling, punctuation and the accurate use of grammar are allocated to this question*

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Christians believe Jesus was the Son of God/God incarnate
- Christians believe Jesus was also human
- Some people believe Jesus was simply an ordinary man who preached a particular ethical code
- Some people do not believe Jesus performed miracles
- Christians believe Jesus was able to perform miracles
- Some people do not believe that Jesus rose from the dead
- Christians believe Jesus rose from the dead
- Jesus was born, lived as a man and died
- Some people regard Jesus simply as an historical figure
- Some people (e.g. Muslims), believe that Jesus was an important prophet from God but not God incarnate
- Some people would say Jesus is one of the most influential figures who ever lived and, therefore, not ordinary
- Ordinary people don't have millions of followers and the influence to change people's lives and communities, but belief in Jesus continues to do such things
- Ordinary people are not worshipped two thousand years after they lived like Jesus is

**Assessment of spelling, punctuation and the accurate use of grammar and specialist terminology.**

<b>Band</b>	<b>Performance descriptions</b>
<p><i>High performance</i></p> <p>5 – 6 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> </ul>
<p><i>Intermediate performance</i></p> <p>3 – 4 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> </ul>
<p><i>Threshold performance</i></p> <p>1 – 2 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> </ul>
0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance band, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

## 2. Practices

**(a) State two ways in which Christians may worship God. AO1 [2]**

Give one mark to candidates who provide one accurate example. Give two marks to candidates who provide two accurate examples.

Credit valid alternatives.

Candidates could include the following, but other relevant points should be credited.

- Sing hymns
- Prayer (either alone or as a community)
- Reference to specific acts of worship, e.g. Eucharist
- Carrying out acts of charity

**(b) Describe how Tearfund helps those in need. AO1[5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Tearfund is a charity that provides emergency aid in many parts of the world
- Tearfund provides development aid in some of the poorest parts of the world
- Tearfund raises public awareness of social issues, such as poverty and discrimination
- Tearfund campaigns against the causes of poverty
- Tearfund provides practical help in order to act out teachings of Jesus
- Tearfund encourages self-help for individuals and communities

**(c) Explain why baptism is important for many Christians. AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- For some Christians baptism is a sign of acceptance into the Christian Church
- Infant baptism gives Christian parents an opportunity to celebrate the birth of a child
- Many Christians, in particular Catholics, believe original sin is removed through the action of baptism
- Baptism was practised in the Early Church
- Christians follow the example of Jesus who was baptised as an adult
- Baptism is a rite of passage in the Christian religion
- For some Christians baptism is a sacrament
- Believers' Baptism in the Baptist tradition for example, gives an individual an opportunity to publicly proclaim faith for themselves

Credit should be given for denominational differences

**(d) 'Great Britain is a Christian country.'** **AO2 [15]**

Discuss this statement showing that you have considered more than one point of view including the fact that religious traditions in Britain are in the main Christian and also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism.

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Britain's laws, customs and festivals are based on Christianity
- Over half of those who completed the 2011 census said they considered themselves Christian
- Many people still have rites of passage ceremonies in church (christenings, weddings, funerals)
- Some Christian churches are growing (evangelical churches)
- Church leaders still have influence; there are Bishops in the House of Lords
- Although Great Britain has mainly Christian traditions, there is an increase in non-religious beliefs and society has become more secular (shops open on a Sunday and relaxing of divorce and abortion laws etc.)
- Although Great Britain has mainly Christian traditions, it is also very multi-faith with large communities of people of other faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism, who have different places of worship, dress codes, languages etc.
- Non-Christian festivals are now celebrated all over Great Britain



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**GCSE**  
**RELIGIOUS STUDIES**  
**COMPONENT 3 OPTION 1**  
**BUDDHISM**  
**SAMPLE ASSESSMENT MATERIALS**  
**1 hour**



### **INSTRUCTIONS TO CANDIDATES**

Answer **all** questions.

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

If this is not enough space, you may use continuation sheets. Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

You are expected to use specialist terminology accurately and make reference to sources of religious wisdom and authority (including religious texts) where relevant.











**2. Practices**

(a) State what Buddhists mean by 'samatha'. [2]

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(b) Explain the importance of puja in Buddhism. [5]

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## COMPONENT 3 OPTION 1

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.



## Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:  
belief, practices and sources of authority  
influence on individuals, communities and societies  
similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

## 1. Beliefs and Teachings

### (a) What do Buddhists mean by 'Buddhahood'? AO1 [2]

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include the following, but other relevant points should be credited.

- Buddhahood is the Mahayana concept of anyone being able to become a Buddha
- Buddhahood means to be in a state of enlightenment

### (b) Describe the Buddha's early life. AO1 [5]

Refer to the relevant descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Stories about the birth of the Buddha are found in the Jataka
- The Buddha lived in Nepal and was born in Lumbini
- His mother died when he was a baby
- He was the son of King Suddhodana and was brought up shielded from suffering in the world
- He lived in luxury in a royal palace until the age of twenty-nine
- He married Yashodhara and had a son Rahula

### (c) Explain the importance of the Five Aggregates ((s)kandhas) for Buddhists. AO1 [8]

Refer to the relevant descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- The Five Aggregates are important for Buddhists because Buddhism teaches that what we call 'a person' consists of five aggregates. They are what makes us and are empty of independent existence
- The Five Aggregates are important for Buddhists because they consist of form, sensation, perception, mental formation and consciousness
- Buddhists don't believe in a soul or in a self so (like a chariot which is just a name given to a combination of components) living beings are made up of these and when the form dies, they all die

- (d) “The main purpose of Buddhism is to stop human suffering.” AO2 [15]**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)**

Refer to the relevant descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Human suffering is a necessary part of life and human experience
- Buddhists believe the causes of suffering may be realised and restrained by following the teachings (Dhamma) of the Buddha
- Suffering/dissatisfaction (Dukkha) is part of the nature of human existence
- Buddhism offers a moral code for living – that is an important purpose
- Buddhism offers a *raison d'être* for existence – that is an important purpose
- Buddhism also offers its adherents a worldwide community to belong to
- The main purpose of Buddhism is to seek enlightenment

**2. Practices**

**(a) State what Buddhists mean by 'samatha'. AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include the following, but other relevant points should be credited.

- Breathing meditation (being mindful of breathing)
- Calming meditation
- The first step towards enlightenment

**(b) Explain the importance of puja in Buddhism. AO1 [5]**

Refer to the relevant descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Puja is an act of devotion for Buddhists and is practised in all Buddhist traditions
- In Buddhism the use of puja covers a range of devotional and offering practices
- Puja is important because it gives Buddhists the opportunity to place flowers, food, lights and incense in front of a statue or image of the Buddha or another Buddha or Bodhisattva
- The performance of puja may help Buddhists enhance their practice of the dhamma/dharma
- It reinforces faith and devotion and brings Buddhists together as a community/sangha
- Puja may include the use of mudras, mandalas and mantras to demonstrate their devotion; this shows their identity as Buddhists
- Some Buddhists demonstrate their devotion by including prayer wheels and prayer flags in their puja; this also shows their identity as Buddhists

**(c) Explain why some Buddhists might celebrate Kathina. AO1 [8]**

Refer to the relevant descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Kathina is celebrated by Theravada Buddhists
- Kathina is celebrated because it is the largest alms-giving celebration of the Buddhist calendar
- It commemorates the giving of cloth by the Buddha to thirty monks who were unable to meet him
- It follows the example of the Buddha by providing an opportunity to be generous
- It is an opportunity for Buddhists to gather as a Buddhist community

**(d) Discuss whether Buddhists need places of worship. AO2 [15]  
(You must refer to religion and belief in your answer.)**

Refer to the relevant descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- A Buddhist may meditate in any place; there is no need to meditate in a temple
- Many Buddhists do not believe they need to worship in a place of worship
- A place of worship is necessary because it may be used for marriage and funeral ceremonies
- Many Buddhists have a shrine at home where they are able to meditate
- Puja does not need to be performed in a place of worship
- A Buddhist may not live close to a Buddhist place of worship
- A place of worship is necessary to help foster a sense of community and identity
- A place of worship may be a focal point for community celebrations
- A place of worship may be an important centre for Buddhist teaching
- Many Buddhist sanghas are used for community events such as meditation classes etc. This can often serve to raise awareness of Buddhism in countries where it is not the predominant religion



Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**  
**RELIGIOUS STUDIES**  
**COMPONENT 3 OPTION 2**  
**HINDUISM**  
**SAMPLE ASSESSMENT MATERIALS**  
**1 hour**



### INSTRUCTIONS TO CANDIDATES

Answer **all** questions.

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

If this is not enough space, you may use continuation sheets. Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are expected to use specialist terminology accurately and make reference to sources of religious wisdom and authority (including religious texts) where relevant.



















## COMPONENT 3 OPTION 2

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

## Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:  
belief, practices and sources of authority  
influence on individuals, communities and societies  
similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

## 1. Beliefs and Teachings

### (a) State what Hindus mean by an 'avatara'. AO1 [2]

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include the following, but other relevant points should be credited.

- One who descends
- A god appearing on the earth in living/spiritual form
- Incarnation of a god, e.g. Krishna

### (b) Explain Hindu teaching on the trimurti. AO1 [5]

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Three main aspects of Brahman; three main deities in this world
- These are expressed in the trimurti and are:
  - Brahma, the creator
  - Vishnu, the preserver
  - Shiva, the destroyer
- Explanation of the roles of each deity

### (c) Explain why dharma is important to many Hindus. AO1 [8]

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Means 'duty', 'virtue', 'morality', even 'religion'
- Refers to the power which upholds the individual, the universe and society
- Power that maintains society, gives humans the opportunity to act virtuously
- Each person therefore has their own dharma known as *sva-dharma*
- Correct action in accordance with dharma is also understood as service to humanity and to God
- Often associated with bhakti movements, who link an attitude of eternal service to a personal deity
- Reference to religious texts and the lives of the Gods should be credited
- Reference to different types of Dharma should be credited: Sanatana Dharma and Varna-ashrama dharma

- (d) "Hindus only worship one god". AO2 [15]**  
**(You must refer to religion and belief in your answer.)**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- Brahman is the only ultimate reality and other deities are subordinate
- All worship is ultimately directed to Brahman
- Gods may have independent existence but all deities are considered part of the ultimate One as equal manifestations of the non-personal Brahman
- Some Hindus worship Shiva, Vishnu or Shakti as Supreme
- Some Hindus worship many different gods such as local or village gods/goddesses

## 2. Practices

- (a) What do Hindus mean by a 'festival'? AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include some or all of the following, but other relevant points should be credited.

- An occasion for feasting or celebration
- Those related to nature and the changing seasons
- Those that celebrate family relationships
- A day or time of religious significance that recurs at regular intervals, such as those relating to a particular deity, saint or guru
- Examples could include Holi, Diwali, etc.

- (b) Explain the significance of puja in Hinduism. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- Puja is an act of devotion/worship for Hindus
- The word 'puja' means 'worship'
- In Hinduism the use of puja covers a range of devotional and offering practices such as arti and havan
- Puja is significant because it gives Hindus the opportunity to place flowers, lights, food and incense in front of a sacred statue or image of their god and consort in order to reciprocate with God with affection
- The performance of puja may help Hindus to enhance their karma and/or bestow spiritual merit
- It reinforces faith and devotion
- It is part of their dharma
- It allows Hindu communities to come together and demonstrates their identity as Hindus



**(c) Explain the importance of pilgrimage in Hinduism. AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- Believe that sins will be washed away, particularly The Ganges (Varanasi)
- Spiritual purification, development and to gain spiritual merit and inspiration
- For self-reflection and contemplation
- Secure the blessings of the deity
- Visit sites where the gods/deities may have appeared or become manifest in the world or to remember special people such as saints
- Meet other saintly people who follow a spiritual path and see how they live
- Align lives in a similar manner to make spiritual progress
- Making spiritual advancement and to perceive real identity and community

**(d) “Diwali is the most important Hindu festival.” AO2 [15]**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- Celebrates virtues of Rama and Sita
- New year celebration for many Hindus
- People start the new business year at Diwali, and some Hindus will say prayers to Lakshmi for a successful year
- Lamps are lit to help Lakshmi, the goddess of wealth, find her way into people's homes. Sarasvati is also worshipped
- Celebrates harvest festival
- Celebrated by cleaning the home
- Celebrated by decorating buildings with fancy lights
- Celebrated with huge firework displays
- Navaratri may be considered important because it emphasises the role of women
- Holi – triumph of good over evil so may be seen as equally important
- All festivals are equally important to teach values to all, especially to children
- All festivals are important because they bring communities together and celebrate events and special people that are important to them; no one festival is more important than another



Candidate Name	Centre Number				Candidate Number			
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**GCSE**  
**RELIGIOUS STUDIES**  
**COMPONENT 3 OPTION 3**  
**ISLAM**  
**SAMPLE ASSESSMENT MATERIALS**  
**1 hour**



### **INSTRUCTIONS TO CANDIDATES**

Answer **all** questions.

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

If this is not enough space, you may use continuation sheets. Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

You are expected to use specialist terminology accurately and make reference to sources of religious wisdom and authority (including religious texts) where relevant.

Answer **all** questions.

**1. Beliefs and Teachings**

(a) What do Muslims mean by 'risalah'? [2]

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(b) Explain Muslim teaching about the Tawhid (Oneness) of Allah. [5]

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## COMPONENT 3 OPTION 3

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

## Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:  
belief, practices and sources of authority  
influence on individuals, communities and societies  
similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>



**1. (a) What do Muslims mean by 'risalah'?** **AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include some or all of the following, but other relevant points should be credited.

- Prophethood is the idea that people were given a special purpose to reveal to others what God had revealed to them
- The concept, including influence on individuals, communities and societies of prophethood (risalah), is that there has been a long line of messengers sent by God to teach the faith
- Muslims often use the words 'Peace Be Upon Him' after the name of the prophet to show respect

**(b) Explain Muslim teaching about the Tawhid (Oneness) of Allah. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Islam is a monotheistic religion based on the belief in the Oneness (Tawhid) of Allah
- The Shahadah states there is only one Allah and this belief is the essence of Islam
- The Shahadah states the name of God as Allah and Allah is one
- Allah alone is worthy of worship
- This is a belief stated in the Qur'an
- The idea links to the oneness of the Muslim Brother and Sister hood - Ummah

**(c) Explain why Muhammad is important in Islam. AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Muhammad was the greatest prophet
- Muhammad was the seal of the prophets; the fulfilment of all the others
- Muhammad was the last of the prophets
- Muhammad received the revelation of the Qur'an through Jabri'l from Allah
- Muhammad is an example of how all Muslims should live their lives and this can be seen in the Hadith
- Muslims often use the words 'Peace Be Upon Him' to show respect

- (d) **“Belief in Allah is the most important Muslim belief.”** **AO2 [15]**

**Discuss this statement showing that you have considered more than one point of view.  
(You must refer to religion and belief in your answer.)**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Belief in Allah is the most important religious belief
- Belief in an afterlife is the most important belief
- Without belief in Allah no other religious belief make sense
- Belief in Allah is the first Pillar of Faith
- Belief in Allah is the most important belief because Muslims state this belief in the Shahadah
- Many people have belief about the afterlife without belief in Allah
- Many people believe that good deeds and social action (zakat, for example) are more important than belief in Allah

**2. Practices****(a) What do Muslims mean by 'salah'?** **AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include some or all of the following, but other relevant points should be credited.

- Salah is the daily five ritual prayers made in worship of Allah
- Salah is the second/one of the five Pillars of Faith

**(b) Describe how Muslims perform Hajj.** **AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Muslims perform Hajj at Makkah in Saudi Arabia
- Pilgrims enter a state of ihram
- Pilgrims may wear ihram robes
- Pilgrims visit the Ka'ba in the grand mosque at Makkah
- Muslims circle the Ka'ba seven times
- Muslims run between the hills of Safa and Marwa to recall Hagar's search for water
- Muslims drink water at Zamzam
- Muslims go to Mount Ararat to pray
- Muslims stone the three pillars at Mina
- Sacrifice of an animal at Eid

**(c) Explain the importance of zakah to Muslims.** **AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Zakah is purification of wealth by payment of annual alms giving
- Zakah is the third/one of the five Pillars of Faith
- Opportunity to remember less well off
- Zakah is considered part of the covenant between God and a Muslim
- Qur'an makes zakat one of three pre-requisites for when a pagan becomes a Muslim, Surah 9.5

- (d) Discuss the view that for Muslims pilgrimage is out of date in the twenty-first century. AO2 [15]**  
**(You must refer to religion and belief in your answer.)**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Pilgrimage is still an important part of the ummah in the twenty-first century
- In the twenty-first century Muslims may see images of the Ka'ba on television/social media/ and have no need to go on pilgrimage because you can go on a 'virtual pilgrimage'
- There are other ways of creating spirituality other than going on pilgrimage today
- Pilgrimage helps to create a sense of the worldwide community of Islam in the twenty-first century
- Today pilgrimage brings together Muslims from all over the world
- Pilgrimage is one of the five pillars of faith
- It shows the commitment of a Muslim to follow the five pillars
- It allows Muslims to see the shrine of the Ka'ba; one of their holiest sites
- In the twenty-first century pilgrimage allows Muslims the opportunity to visit sacred places associated with the life of the Prophet Muhammad and other prophets (Ibrahim, for example)
- It is not actually possible for all Muslims to go on pilgrimage; if you can't afford it or are too ill, you don't have to go so it can't be absolutely necessary
- Muslims, like everyone else, should be prepared to move with the times

Candidate Name	Centre Number					Candidate Number				
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**GCSE**

**RELIGIOUS STUDIES**

**ROUTE A COMPONENT 3 OPTION 4  
ROUTE B COMPONENT 3**

**JUDAISM**

**SAMPLE ASSESSMENT MATERIALS**

**1 hour**



### **INSTRUCTIONS TO CANDIDATES**

Answer **all** questions

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

If this is not enough space, you may use continuation sheets. Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

You are expected to use specialist terminology accurately and make reference to sources of religious wisdom and authority (including religious texts) where relevant.

Answer **all** questions.

**1. Beliefs and Teachings**

(a) What is the meaning of 'Shekinah'? [2]

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(b) Explain different Jewish beliefs about resurrection. [5]

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## COMPONENT 3 OPTION 4

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

## Assessment Objectives

The questions test the candidate's ability to:

AO1 Demonstrate knowledge and understanding of religion and belief\*, including:  
belief, practices and sources of authority  
influence on individuals, communities and societies  
similarities and differences within and/or between religions and belief

AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>



**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**1. Beliefs and Teachings****(a) What is the meaning of 'Shekinah'?** **AO1 [2]**

Give one mark to candidates who provide one accurate example. Give two marks to candidates who provide two accurate examples.

Credit valid alternatives.

Candidates could include the following, but other relevant points should be credited.

- The presence of God
- Represents the feminine attributes of the presence of God

**(b) Explain different Jewish beliefs about resurrection.** **AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Many Orthodox Jews believe in resurrection. In the *Kaddish* there are explicit references to the resurrection of the dead
- Some Orthodox Jews consider resurrection means of the soul not of the body, but some believe the body will resurrect and, therefore, don't allow cremation or post-mortem
- Members of Liberal and Reform Judaism reject resurrection in favour of the immortality of the soul
- Many Jews believe we can never know what happens after death, but we should use this life to prepare well for it (keeping mitzvot etc.)

Credit should be given if candidates refer to the lack of specific teaching in the Tenakh regarding life after death.

**(c) Explain why Moses is important in Judaism.** **AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following but other relevant points should be credited.

- Appointed by God to lead the Jews out of slavery in Egypt
- He received the Torah on Mount Sinai and began teaching it to the Israelites
- He led the Israelites to the Promised Land
- He is the only person believed to have spoken to God 'face to face' Deut. 34 v.10
- Considered the greatest prophet by many Jews
- Entered into a Covenant with God which continued the Abrahamic Covenant

- (d) “Keeping the Ten Commandments is the most important part of Judaism.” AO2 [15]**  
**Discuss the statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- They are very important as they were given as a Covenant by God
- There are also another 603 duties that are important in Judaism
- There is a variety of views regarding the importance of how they are kept  
For example the different practices regarding Shabbat among Orthodox and Liberal Jews
- For many Pikuach Nefesh is a key practice in Judaism; just as important as the Ten Commandments
- The Shema is also important which is why it is placed in the mezuzah and tefillin
- The importance of the Ten Commandments is signified by the replicas in the synagogue, accompanied by the ner tamid
- The Ten Commandments are really the basis of many of the laws of Western countries like Britain and are, therefore, highly influential and important to Jews and non-Jews alike

**2. Practices****(a) What are 'Mitzvot'?** **AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include one of the following but other points should be credited.

- The duties that Jews have to abide by
- 613 Mitzvot
- Found in the Torah

**(b) Describe how Jewish women might worship differently to men.** **AO1[5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- In Orthodox traditions the women will usually sit separate from males
- In Orthodox tradition women will usually not be allowed to worship with the Sefer Torah
- Women are obliged to light candles to bring Shabbat to the home
- In some traditions men are expected to cover their heads for worship and unmarried women don't need to
- Women are not obliged to wear tefillin for worship
- Women are not obliged to pray three times a day

**(c) Explain why Shabbat is important in Judaism.** **AO1[8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- The 7th day of the week which God commanded for rest
- A day for spiritual development
- Its spiritual presence is referred to as 'the Queen'
- A day that is different from the rest of the week and involves reflection and special preparation
- Obeying one of the commandments
- A time to be with family and eat a Shabbat meal
- A time to be with the community in the synagogue for the Shabbat service
- Some Jews adhere to Shabbat rules more rigorously than other Jews

- (d) "You have to go to the synagogue to be a Jew"**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)** **AO2 [15]**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- Judaism is a part of identity and doesn't depend upon visiting a place of worship; some Jews are secular i.e. Jews by heritage not religious Jews
- The home is important for maintaining a Jewish identity
- At the synagogue the Jewish community meet (ha Knesset)
- By being a member of the synagogue the rituals connected with Judaism e.g. Bar Mitzvah are maintained
- Attached to the synagogue there will be a range of community activities and organisations to support from birth to death
- It is your relationship with God and fellow humanity that is more important than visiting a synagogue
- In the UK you might live too far from a synagogue to be able to go regularly
- It might be important to go to the synagogue for particular festivals, e.g. Yom Kippur

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**GCSE**  
**RELIGIOUS STUDIES**  
**COMPONENT 3 OPTION 5**  
**SIKHISM**  
**SAMPLE ASSESSMENT MATERIALS**  
**1 hour**



### **INSTRUCTIONS TO CANDIDATES**

Answer **all** questions.

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

If this is not enough space, you may use continuation sheets. Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

You are expected to use specialist terminology accurately and make reference to sources of religious wisdom and authority (including religious texts) where relevant.

Answer **all** questions.

**1. Beliefs and Teachings**

(a) What do Sikhs mean by 'mukti'? [2]

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(b) Describe Sikh teaching on the oneness of humanity. [5]

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## COMPONENT 3 OPTION 5

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.



## Assessment Objectives

The questions test the candidate's ability to:

AO1 Demonstrate knowledge and understanding of religion and belief\*, including:  
belief, practices and sources of authority  
influence on individuals, communities and societies  
similarities and differences within and/or between religions and belief

AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

## Question (c)

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**1. Beliefs and Teachings****(a) What do Sikhs mean by 'mukti'? AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include some or all of the following, but other relevant points should be credited.

- Liberation
- Union with God
- Freedom from reincarnation
- Emancipation
- Salvation
- Realisation of self

**(b) Describe Sikh teaching on the oneness of humanity. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- All human races equal, regardless of caste, colour, class, culture, gender, wealth, and religion
- People can differ in spirituality
- People judged by their deeds
- References to Guru Granth Sahib, the Mool Mantra or lives of the Gurus should be credited

**(c) Explain why Sikhs might serve the community. AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- The importance of the concept of Sewa (selfless service to others) is a duty. Examples include:
  - Langar (kitchens for communal feeding)
  - Helping the poor
  - Charities
  - Cleaning worshippers' shoes
- References to Guru Granth Sahib, the Mool Mantra or lives of the Gurus should be credited

- (d) **“All Sikhs are equal.”**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)**

**AO2 [15]**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- Sikhs were first to treat women as equal to men  
Guru Nanak condemned notion of the inferiority of women, and protested against their long subjugation
- Because the human body is transitory, the difference between man and woman is only transitory, and as such superficial
- Gurus invited women to join the sangat (congregation), work with men in the langar (common kitchen), and participate in all other religious, social, and cultural activities of the gurdwaras (Sikh places of worship)
- Gurus saw marriage of two equal partners
- There may be examples of where women continue to suffer prejudice and discrimination in society
- A woman has been elected as the president of Shiromani Gurdwara Prabandhak Committee (the Central Management Committee to manage the affairs of the Gurdwaras in the Punjab.
- Sikh women are allowed to fight on the battlefield
- Some might say that the payment of a dowry may imply that a woman's status is lower than that of a man's
- Men and women sit separately in gurdwara

**2. Practices****(a) What is an 'Akand Path'?** **AO1 [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include some or all of the following, but other relevant points should be credited.

- Continual reading of the Guru Granth Sahib
- Over a period of 48 hours

**(b) Explain why Sikhs celebrate Vaisakhi.** **AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- It is the Sikh New Year festival and is celebrated on April 13 or 14
- Commemorates 1699, the year Sikhism was born as a collective faith
- Guru Gobind Singh founded the Khalsa in front of thousands at Anandpur Sahib
- Many Sikhs choose to be baptised into the Khalsa brotherhood on this day
- Harvest festival for some
- References to Guru Granth Sahib, the Mool Mantra or lives of the Gurus should be credited

**(c) Explain the importance of Divali to many Sikhs.** **AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Celebrated throughout India
- Celebrates the release from prison of the sixth guru, Guru Hargobind, and 52 other princes with him, in 1619
- Return of Guru Hargobind to Amritsar
- Martyrdom of Bhai Mani Singh in 1737, who transcribed the final version of Guru Granth Sahib dictated to him by Guru Gobind Singh in 1704
- References to Guru Granth Sahib or the Mool Mantra should be credited

- (d) **"Festivals should only take place in the gurdwara."  
Discuss the statement showing that you have considered more than one point of view.  
(You must refer to religion and belief in your answer.)** **AO2 [15]**

Refer to the relevant band descriptors in these marking guidelines.  
Candidates could include some or all of the following, but other relevant points should be credited.

- Gurdwara is anywhere that the Guru Granth Sahib is, so all festivals do take place in gurdwara
- Many festivals involve parades, so not only in the gurdwara
- Brings the Sikh community together
- Not appropriate to force faith on non-members, so it should take place within the gurdwara and not outside
- Educates multi-faith society and raises awareness of Sikhism in countries where it is not the predominant religion
- References to Guru Granth Sahib or the Mool Mantra should be credited
- Celebration also in home, so not just in the gurdwara



Candidate Name	Centre Number					Candidate Number				
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**GCSE**  
**RELIGIOUS STUDIES**  
**COMPONENT 1**  
**FOUNDATIONAL CATHOLIC THEOLOGY**  
**SAMPLE ASSESSMENT MATERIALS**  
**1 hour 30 minutes**



### **INSTRUCTIONS TO CANDIDATES**

Answer **all** questions.

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you may use continuation sheets.

Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

Your ability to spell, punctuate and use grammar is assessed in question 1.d.

You are expected to use specialist terminology and refer to sources of wisdom and authority (including texts), where appropriate



























## COMPONENT 1

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

## Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:
  - belief, practices and sources of authority
  - influence on individuals, communities and societies
  - similarities and differences within and/or between religions and belief
  
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a) (i) and (ii)**

See instructions provided with indicative content.

**Question (b) (i) and (ii)**

Band	Band Descriptor	Mark Total
3	<p>An excellent, coherent answer showing awareness and insight into the religious idea, belief, practice, teaching or concept. Excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of appropriate religious/specialist language and terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	4 – 5
2	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	2 – 3
1	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	1
0	No relevant information provided.	0



**Question (c) (i) and (ii) Component 1 only**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organized explanation showing limited knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 – 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question 1(d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>An excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies</p> <p>A very good, detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>A good, reasonably detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>A limited consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Uses limited religious/specialist language, terms and/or few sources of wisdom and authority</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>A very basic consideration or no consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**Component 1 - Question 2(d) (i) and (ii), Component 2 – Question 1(d) (i) and (ii) and Question 2(d).**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language, terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

1. (a) (i) **What is creation *ex nihilo*?** AO1 [2]

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include some or all of the following, but other relevant points should be credited.

- God is the creator
- God alone can create from nothing

(ii) **What is the meaning of '*imago Dei*'?** AO1 [2]

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include one of the following but other points could be included.

- It means 'image of God'
- The idea that we are created by God as his special creation

(b) (i) **Describe the teaching of the Catholic Church on the scientific theory of evolution.** AO1 [5]

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- References to Pope John Paul II's *Message to the Pontifical Academy of Sciences: On Evolution*
- Whatever its subsequent development, the origins of the universe are from God
- Subsequent evolution of the life, including humanity, occurred under the impetus of God
- Although the human body may have evolved, the human soul is created by God

- (ii) **Choose one Christian charity and describe how its work reflects Catholic belief about the dignity of the human being. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following but other relevant points should be credited. The charities referenced in the specification are CAFOD/SVP but all Catholic charities would have the same fundamental principles. Mark according to charity chosen.

- Short-term emergency aid for those suffering from a catastrophe
- Long-term development work to provide structures for development
- Education and campaigning work
- All the above alleviate suffering and help to tackle injustice; Jesus' example shows Catholics how to treat others, i.e. with justice and compassion
- Because they believe that we are all made in God's image and have a God-given soul
- They believe we are special to God which means that we have to treat each other as special – love of God AND neighbour

- (c) (i) **Explain the attitudes of two different religions/religious traditions towards abortion. AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Catholics would argue that life is too sacred to be placed in the hands of human beings/sanctity of life
- Absolutist approach to morality; some things are always wrong
- References to interpretation of scriptures and wisdom: Psalm 139:13-15, for example
- As life is created by God it must be revered from the moment of conception
- Reference may be made to the authority or magisterium of the Pope and the College of Bishops
- Catechism points out that from the first moment of existence a human being has the rights of a human person
- Jesus' teachings/religious leaders showed the importance of life
- Importance of Jewish idea of Pikuach Nefesh
- Importance of Torah Commandment 'Thou Shalt not kill'
- TeNaK teachings; Jeremiah 1:5
- Some Jews believe that abortion can be considered acceptable if circumstances dictate; the life of the mother is at stake, the woman has been raped etc.

- (iii) **Explain from two different religions/religious traditions belief in humanity as created imago Dei.** **AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- In the Christian tradition, rooted in Genesis 1:27
- Reflects the belief that humans are created in the image of God in their moral, spiritual, and intellectual nature
- Humans also differ from other animals in their self-consciousness and their capacity for spiritual/ moral reflection and growth
- It also reflects belief in God's care for humankind
- Humans can also be seen as co-creators with God in the evolution of God's plan
- Striving to bring about the imago Dei in one's life can be seen as the quest for wholeness
- Jewish ideas about being made in God's image
- Jewish teachings: The Talmud B. Yoma 84b

- (d) (i) **“The world is ours to do what we like with.”**  
**Discuss this statement showing that you have considered more than one point of view.** **AO2 [15 + 6]**  
**(You must refer to religious and non-religious belief in your answer).**

*Marks for spelling, punctuation and the accurate use of grammar and specialist terminology are allocated to this question*

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- The world is a gift from God that should be cherished
- The world should be protected for future generations; it is our responsibility as humans
- The end of the world is coming soon anyway so we don't need to worry about the environment
- God won't let the world be destroyed – he will intervene
- Increased environmental challenges will lead to greater injustice and poverty
- God gave us dominion over the earth so we can do what we like
- We are the most intelligent creatures on the planet, so we should know best
- A Humanist/non-religious believer would say that we should cherish the planet as our home; we have social responsibility not linked to God or religion

**Assessment of spelling, punctuation and the accurate use of grammar and specialist terminology.**

<b>Band</b>	<b>Performance descriptions</b>
<i>High performance</i> 5 – 6 marks	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> </ul>
<i>Intermediate performance</i> 3 – 4 marks	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> </ul>
<i>Threshold performance</i> 1 – 2 marks	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> </ul>
0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**2. (a) What is 'free will'? [2]**

Give one mark to candidates who provide an account limited in scope or content. Give two marks to candidates who make an accurate and appropriate account of the concept.

Credit valid alternatives.

Candidates could include one of the following but other relevant points should be included.

- The ability to act on one's own discretion especially in terms of morality
- The gift of God to humanity that separates them from the rest of the animal world

**(b) Describe the difference between moral evil and natural evil. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines.

Candidates could include some or all of the following but other relevant points should be credited.

- natural evil - suffering caused by events that have nothing to do with humans, and which are to do with the way the world is, eg, natural disasters such as volcanic eruptions, floods or earthquakes
- moral (or human) evil - suffering caused by humans acting in a way that is considered morally wrong eg, bullying, murder, rape, theft or terrorism
- Human evil and natural evil can often work together, with human evil making natural evil worse – or better! For example, the suffering caused by an earthquake or floods can be made worse by people looting

**(c) Explain from two different religions/religious traditions whether or not Jesus may be considered the source for moral authority. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines.

Candidates could include some or all of the following, but other relevant points should be credited.

- Jesus is considered by Christians to be the final revelation of God to humanity
- Jesus described himself as the Way, the Truth and the Life and taught his followers some moral precepts
- Jesus' teaching is followed by many, including those who do not believe he is the Son of God
- Other religious traditions should be exemplified to gain the higher levels, including the idea that, for some Christians, conscience is a more important moral authority
- Some Christians believe that Jesus' moral teachings must be interpreted to suit contemporary society and individual circumstances.
- Some Christians believe that Church teaching has moral authority, especially about issues that Jesus did not teach anything about
- Jewish ideas that Jesus was not a prophet or God incarnate or Messiah and so not the source of moral authority. Many Jews would see the Torah and Talmud as sources of moral authority as well as conscience



- (d) (i) **“The only authority we should follow is our own conscience.”**  
**Discuss the statement showing that you have considered more than one point of view.** AO2 [15]  
**(You must refer to religion and belief in your answer.)**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Conscience is the final arbiter in decision-making
- People should take responsibility for their own decisions and actions and not rely on an outside authority
- All moral choices are ‘relative’: there is no objective rights or wrongs
- Conscience has to be ‘informed’ for example, through religious teachings
- There are other sources of authority within Christianity, for example, biblical authority and Church teaching
- There are fundamental objective and absolute rights and wrongs

- (ii) **“The existence of suffering proves there is no God”** AO2 [15]  
**Discuss the statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer).**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Reference to belief in Free Will and The Fall (original sin)
- For some this is an argument that God does not exist-especially if God is supposed to be omnipotent and omniscient and all-loving
- Suffering can bring benefits e.g. resilience (Irenaean/Hick philosophical argument)
- Some people suffer (e.g. fast) to experience the suffering of others and create a shared humanity
- God is too great for humans to understand why there may be suffering
- References to the lessons learnt in scriptures, e.g. Job and Jesus
- References to the role of suffering by sources of authority e.g. the vicarious suffering of Jesus; the suffering of the Buddha leading to the principle of the Middle Way



Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE**  
**RELIGIOUS STUDIES**  
**COMPONENT 2**  
**APPLIED CATHOLIC THEOLOGY**  
**SAMPLE ASSESSMENT MATERIALS**  
**1 hour 30 minutes**



### **INSTRUCTIONS TO CANDIDATES**

Answer **all** questions

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided.

If you run out of space in this question-and-answer booklet you may use continuation sheets.

Number the questions clearly and enclose your sheets in this question-and-answer booklet.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

Your ability to spell, punctuate and use grammar is assessed in question 1.d.

You are expected to use specialist terminology and refer to sources of wisdom and authority (including texts), where appropriate

Answer **all** questions.

**1. Life and Death**

- (a) Explain the meaning of 'death'. [2]

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- (b) Describe some of Jesus' teachings on heaven and hell. [5]

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**2. Sin and Forgiveness**

(a) (i) What is sin? [2]

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(ii) What is 'absolute morality'? [2]

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(b) (i) Describe the teaching of Jesus on forgiveness. [5]

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## COMPONENT 2

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.



## Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:  
belief, practices and sources of authority  
influence on individuals, communities and societies  
similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question 1 (a) (i) and (ii)**

Refer to the relevant band descriptors in these marking guidelines. Candidates See instructions provided with indicative content.

**Question (b) (i) and (ii)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language and terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question 1 (c) (i) and (ii)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organized explanation of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 – 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question 1 (d) (i) and (ii) and 2 (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language, terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**1. (a) Explain the meaning of 'death'. AO1 [2]**

Give one mark to candidates who provide one accurate example. Give two marks to candidates who provide two accurate examples.

Credit valid alternatives.

Candidates could include the following, but other relevant points should be credited.

- The end of a person's earthly life
- When the physical body no longer functions at all

**(b) Describe some of Jesus' teachings on heaven and hell. AO1 [5]**

Candidates could include some or all of the following, but other relevant points should be credited.

- The Rich Man and Lazarus parable
- The belief that there is a soul and an afterlife
- Judgement occurs based on lives on earth
- Warning regarding selfish use of wealth
- Depictions of heaven and hell
- 'In my Father's house are many rooms...'I go and prepare a place for you'

**(c) Explain why a paschal candle is used during the Easter Vigil and at a Catholic Baptism. AO1 [8]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- At Easter the flame of the paschal candle symbolizes the eternal presence of Christ, light of the world in the midst of his people
- It also highlight Jesus' role as the Second Person of the Trinity, the Alpha and Omega
- The paschal candle is sometimes referred to as the "Easter candle" or the "Christ candle." (The term "paschal" comes from the word Pesach, which in Hebrew means Passover, and relates to the paschal mystery of salvation)
- It is used in Baptism to signify the Holy Spirit and fire that John the Baptist promised to those who were baptised in Christ
- During the baptismal rite, a small candle lit from the paschal candle is given to the newly baptised by a member of the community, along with the words 'Receive the Light of Christ'

- (d) (i) **“There is no life after death.”** **AO2 [15 + 6]**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)**

*Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.*

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Christians believe there is an afterlife. Although the body dies and is buried or cremated, they believe that their unique soul lives on and is raised to new life by God
- There is teaching across the world's religions on a life after death.
- Many Christians believe that there is a place in the Kingdom of God for members of other faiths, and for many who have not even believed in God on earth but have 'done the will of God' in many ways without knowing it
- Although some people claim to have had 'near-death experiences' (NDEs), and others claim to be able to talk to the dead, or to have seen ghosts, there is no scientific proof that such experiences actually provide a glimpse into a possible afterlife
- Those who do not believe in life after death argue that when people die, they simply stop living and that there is nothing beyond this life.
- Many would say we focus too much on life after death when we should be working to improve this life for ourselves and others
- Many would say that the idea of life after death is just a comfort ('opium of the people') because we are afraid of death

- (ii) **'Prayers are too personal to just be read from a prayer book'** **AO2 [15]**  
**Discuss this statement showing that you have considered more than one point of view.**  
**(You must refer to religion and belief in your answer.)**

- Jesus himself gave a specific prayer to say – the Lord's Prayer
- It gives a sense of community when everyone is saying the same prayers
- Some people are not very good with words and would prefer a 'formula' for praying
- Some prayers are inspirational and should form part of worship
- These set prayers have been said for centuries – why change them?
- Prayers are personal responses and should be spontaneous
- You should have to think about praying and not just read words on a page
- Reading the same prayer over and over again can be boring and the prayer can lose its meaning
- Everyone is different, so prayers should also be different

**Assessment of spelling, punctuation and the accurate use of grammar and specialist terminology.**

<b>Band</b>	<b>Performance descriptions</b>
<p><i>High performance</i></p> <p>5 – 6 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> </ul>
<p><i>Intermediate performance</i></p> <p>3 – 4 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> </ul>
<p><i>Threshold performance</i></p> <p>1 – 2 marks</p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> </ul>
0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**2. (a) (i) What is sin? AO1 [2]**

Candidates could include the following, but other relevant points should be credited.

- Sin is a transgression of law and rebellion against God
- It is any action that harms the relationship one has with God and/or another person
- It is choosing to act in a way that pulls one away from God

**(ii) What is 'absolute morality'?**

- There are some ethical decisions or actions that are always wrong, e.g., do not kill
- As opposed to relativism, which argues situations affect decisions/actions
- Theists may take a moral absolute position based on God's commands (Divine Command Theory)

**(b) (i) Describe the teaching of Jesus on forgiveness. AO1 [5]**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- God the Father forgives those who seek forgiveness (Luke 15)
- A person should seek forgiveness of others when they have wronged them (Luke 23: 34)
- A person should forgive those who seek forgiveness (Matthew 6:14)
- Forgiveness brings peace to oneself, others and the whole world.
- There should not be an end to forgiveness

**(ii) Describe how the altar and font represent Catholic beliefs about salvation**

- On the altar, candidates may refer to:
- It is the place where Jesus' words and actions from the Last Supper, the meal of the new covenant, are repeated
- An altar is a place of sacrifice. The altar links to Calvary where Jesus died: 'This is my body broken for you'
- The death of Jesus is regarded as part of his salvific acts in showing that out of suffering and death, hope and eternal life emerge
- On the font, candidates may refer to:
- Baptism as a symbol of membership of Christ's Body
- Baptism as a symbol of God's love for all creation
- Baptism as a symbol of Christ's triumph over evil and suffering, which all people participate in



- (c) (i) **Explain the possible benefits and challenges of Catholic mission and evangelisation in Great Britain today** AO1 [8]

**In your response you must include reference to the fact that religious traditions in Britain are in the main Christian and also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism.**

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Catholics are called to spread the word 'Go, therefore and make disciples of all nations.' A Catholic would see this as beneficial because they would be acting on Scripture
- It is a duty to offer the faith to all in order to offer salvation to all; this will benefit others
- Papal teaching encourages mission and evangelization (*Evangelium Vitae*), so a Catholic would feel they were responding to Church teaching
- Although Great Britain has mainly Christian traditions, there is also diversity of religious traditions which may present both benefits and challenges to mission e.g. some religious traditions may feel uncomfortable with Catholic mission and object to it
- Catholics may feel that their beliefs are diminished by a focus on the beliefs of others
- Mission in a multi-faith society may also bring good opportunities to develop mutual understanding and respect because it gets people of different religions talking together
- Although Great Britain has mainly Christian traditions, there are challenges of mission in an increasingly secular society, for example, some non-religious people may feel that mission is inappropriate in a society like ours
- Catholics may feel that society in general is making evangelisation difficult because of the erosion of certain traditions such as keeping Sunday special

- (ii) **Explain how a Catholic would view the different aims of punishing criminals.** AO1 [8]

- Protection – to protect society from the criminal and to also protect the criminal from causing further harm
- Retribution – criminals pay for what they have done. (e.g. revenge/ 'an eye for an eye')
- Deterrence – punishment designed to stop criminals committing crimes
- Reformation – to reform criminals, so they no longer commit crimes
- Vindication – to ensure that people respect the law and understand that laws exist to protect people
- Catholics would want to focus more on reformation because of teachings on the dignity of each human person and the importance of forgiveness

- (d) **‘Capital Punishment is wrong’.**  
**Discuss this statement showing that you have considered more than one point of view.** AO2 [15]  
**(You must refer to religion and belief in your answer.)**

*Marks for spelling, punctuation and the accurate use of grammar are allocated to this question*

Refer to the relevant band descriptors in these marking guidelines. Candidates could include some or all of the following, but other relevant points should be credited.

- Those in favour of capital punishment might refer to closure, retribution, justice, deterrence, safety from dangerous criminals etc. in their arguments
- Some may say that the Bible teaches 'An eye for an eye'. The punishment should fit the crime
- Some may argue that the cost of keeping criminals in prison is too high and the money could be better spent
- Some may say that prison is just not a harsh enough punishment for the crimes that some people have committed
- Those against capital punishment might refer to the value of human life, reformation rather than retribution, the killing of the innocent and its cruel and degrading nature in their arguments.
- The variety of responses from within Christianity may be highlighted, including specific teaching from Bible and Church tradition: 'Made in God's image' etc.
- The fundamental Christian principle that only God gives and may take life may also feature
- Some may argue that it makes 'murderers' of the 'executioner'
- Some may argue it does not belong in a civilised society