

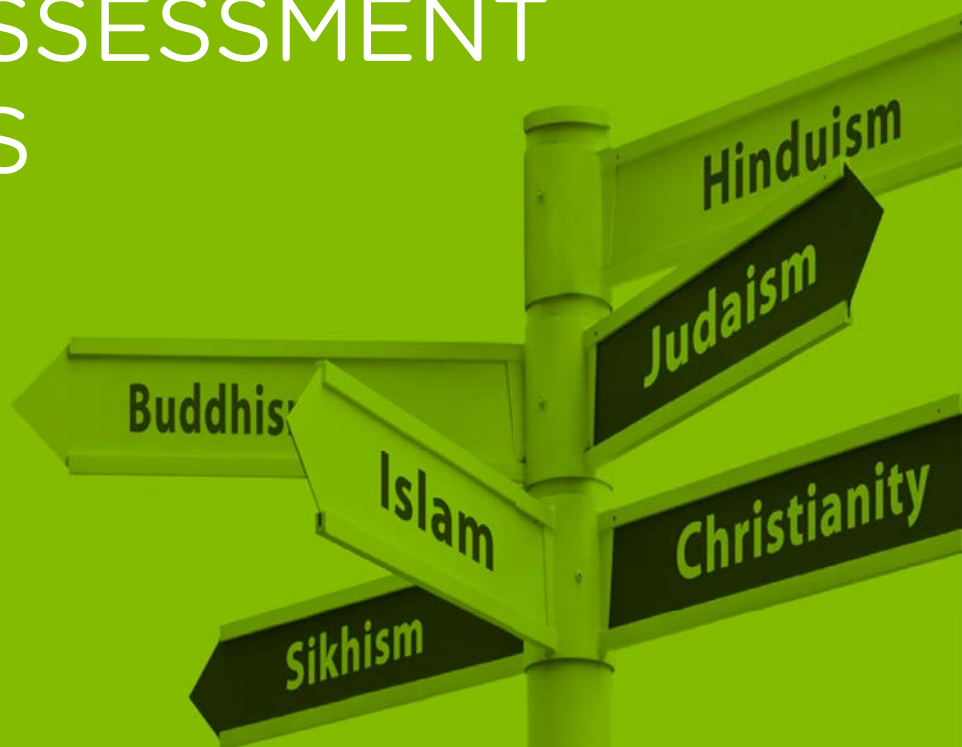
GCSE

WJEC Eduqas GCSE in  
**RELIGIOUS STUDIES**  
**(SHORT COURSE)**

ACCREDITED BY OFQUAL

**SAMPLE ASSESSMENT  
MATERIALS**

Teaching from 2016







For teaching from 2016  
For awards from 2018

GCSE (9-1) RELIGIOUS STUDIES  
(SHORT COURSE)

SAMPLE ASSESSMENT  
MATERIALS



# Contents

	Page
<b>COMPONENT 1: Religious, Philosophical and Ethical Studies in the Modern World</b>	
Question paper	5
Mark scheme	14
<b>COMPONENT 2: Study of Christianity</b>	
Option 1: Christianity	
Question paper	29
Mark scheme	34
<b>COMPONENT 3: Study of a World Faith</b>	
Option 1: Buddhism	
Question paper	41
Mark scheme	46
Option 2: Hinduism	
Question paper	53
Mark scheme	68
Option 3: Islam	
Question paper	65
Mark scheme	70
Option 4: Judaism	
Question paper	77
Mark scheme	82
Option 5: Sikhism	
Question paper	89
Mark scheme	94



Candidate Name	Centre Number				Candidate Number			
					0			



**GCSE (Short Course)**

**RELIGIOUS STUDIES**

**COMPONENT 1**

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

**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.

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 accurately 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.











**2. Issues of Life and Death**

(a) What is meant by 'sanctity of life'? [2]

.....  
.....  
.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....





.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 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, mark using the banded descriptors 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>	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.  Uses a range of appropriate religious/specialist language and terms and sources of wisdom and authority extensively, accurately and appropriately.	<b>4 – 5</b>
<b>2</b>	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.  Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.	<b>2 – 3</b>
<b>1</b>	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.  Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.	<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, 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>

<b>Band</b>	<b>Performance descriptions</b>
<p><i>High performance</i></p> <p>3 marks</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners spell and punctuate with consistent accuracy</li> <li><input type="checkbox"/> Learners use rules of grammar with effective control of meaning overall</li> </ul>
<p><i>Intermediate performance</i></p> <p>2 marks</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners spell and punctuate with considerable accuracy</li> <li><input type="checkbox"/> Learners use rules of grammar with general control of meaning overall</li> </ul>
<p><i>Threshold performance</i></p> <p>1 mark</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners spell and punctuate with reasonable accuracy</li> <li><input type="checkbox"/> Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> </ul>
<p>0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The learner writes nothing</li> <li><input type="checkbox"/> The learner's response does not relate to the question</li> <li><input type="checkbox"/> 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>

**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 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 attempt at demonstrating 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 or moral reasoning to formulate judgements. Some attempt at demonstrating 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 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 and Anglican 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 from 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/Tiratna Buddhists often emphasize 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
- The Qur'an is considered to be the literal word of Allah
- Importance of children and family in Islam means that same sex relationships are discouraged
- The focus on marriage between a man and woman in Islam means that opposite sex relationships are considered to be the ideal state
- Story of Lut (Lot) and destruction of city by Allah due to same sex relationships

### 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 + 3]**

**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 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.

- 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 and specialist terminology.**

<b>Band</b>	<b>Performance descriptions</b>
<i>High performance</i> 3 marks	<input type="checkbox"/> Learners spell and punctuate with consistent accuracy <input type="checkbox"/> Learners use rules of grammar with effective control of meaning overall <input type="checkbox"/> Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance</i> 2 marks	<input type="checkbox"/> Learners spell and punctuate with considerable accuracy <input type="checkbox"/> Learners use rules of grammar with general control of meaning overall <input type="checkbox"/> Learners use a good range of specialist terms as appropriate
<i>Threshold performance</i> 1 mark	<input type="checkbox"/> Learners spell and punctuate with reasonable accuracy <input type="checkbox"/> Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall <input type="checkbox"/> Learners use a limited range of specialist terms as appropriate
0	<input type="checkbox"/> The learner writes nothing <input type="checkbox"/> The learner’s response does not relate to the question <input type="checkbox"/> The learner’s achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning

**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) Explain from two different religions or two religious traditions 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-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 views on Purgatory
- Different ideas about types of hell

References to specific denominational teachings should be credited.

### **Buddhism**

- Rebecoming 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
- 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)
- The view of some Jews that the resurrection will happen when the Messiah comes
- The 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, including influence on individuals, communities and societies
- 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, including influence on individuals, communities and societies ensoulment has not taken place and the mother’s rights are more than the child’s
- Jesus’s teachings/religious leaders showed the importance of life
- All life has atman and each atman is individual
- Importance of Pikuach Nefesh
- The 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 human (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 not sanctity of life is important

Candidate Name	Centre Number				Candidate Number			
					0			



**GCSE (Short Course)**

**RELIGIOUS STUDIES**

**COMPONENT 2**

**CHRISTIANITY**

**SAMPLE ASSESSMENT MATERIALS**

**35 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 will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

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 accurately 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]

.....  
.....  
.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....









## 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, mark using the banded descriptors 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 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 some or all of 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 many people would say that Great Britain is a Christian country.

**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.

**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.

- Despite the census showing an increase in religions other than Christianity such as Buddhism, Hinduism, Islam, Judaism and Sikhism, Britain's laws, festivals and customs are rooted in the Christian tradition and Christian Bishops are influential in the House of Lords
- Despite a growth in religions other than Christianity, there are more churches than other places of worship
- The 2011 census showed that over half of British people consider themselves Christian
- Despite the 2011 census showing an increase in people holding non-religious beliefs such as Humanism and Atheism, many people still want ceremonies such as christenings, weddings and funerals in a church

(d) **“Jesus was just an ordinary man.”** **AO2 [15 + 3]**

**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 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.

- 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 that 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 the lives of people and communities and belief in Jesus continues to do such things
- Ordinary people are not worshipped two thousand years after they lived, as 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>3 marks</p>	<input type="checkbox"/> Learners spell and punctuate with consistent accuracy <input type="checkbox"/> Learners use rules of grammar with effective control of meaning overall
<p><i>Intermediate performance</i></p> <p>2 marks</p>	<input type="checkbox"/> Learners spell and punctuate with considerable accuracy <input type="checkbox"/> Learners use rules of grammar with general control of meaning overall
<p><i>Threshold performance</i></p> <p>1 mark</p>	<input type="checkbox"/> Learners spell and punctuate with reasonable accuracy <input type="checkbox"/> Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
<p>0</p>	<input type="checkbox"/> The learner writes nothing <input type="checkbox"/> The learner's response does not relate to the question <input type="checkbox"/> The learner's achievement in SPaG does not reach the threshold performance band, for example errors in spelling, punctuation and grammar severely hinder meaning

Candidate Name	Centre Number				Candidate Number				
					0				



**GCSE (Short Course)**  
**RELIGIOUS STUDIES**  
**COMPONENT 3 OPTION 1**  
**BUDDHISM**  
**SAMPLE ASSESSMENT MATERIALS**  
**35 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 will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

### **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 Buddhists mean by 'Buddhahood'? [2]

.....  
.....  
.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....





.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 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, mark using the banded descriptors 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 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

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE (Short Course)**  
**RELIGIOUS STUDIES**  
**COMPONENT 3 OPTION 2**  
**HINDUISM**  
**SAMPLE ASSESSMENT MATERIALS**  
**35 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 will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to

### **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, mark using the banded descriptors 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 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

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE (Short Course)**  
**RELIGIOUS STUDIES**  
**COMPONENT 3 OPTION 3**  
**ISLAM**  
**SAMPLE ASSESSMENT MATERIALS**  
**35 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 will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

**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]

.....  
.....  
.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....





.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 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, mark using the banded descriptors 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 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 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 belief 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 Brotherhood and Sisterhood - 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

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE (Short Course)**

**RELIGIOUS STUDIES**

**COMPONENT 3 OPTION 4**

**JUDAISM**

**SAMPLE ASSESSMENT MATERIALS**

**35 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 will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

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]

.....  
.....  
.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....







.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 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)

Band	Band Descriptor	Mark Total
5	<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>	13 – 15
4	<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>	10 – 12
3	<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>	7 – 9
2	<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>	4 – 6
1	<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>	1 – 3
0	No relevant point of view stated.	0



**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 some or all of 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

Candidate Name	Centre Number					Candidate Number				
						0				



**GCSE (Short Course)**  
**RELIGIOUS STUDIES**  
**COMPONENT 3 OPTION 5**  
**SIKHISM**  
**SAMPLE ASSESSMENT MATERIALS**  
**35 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 will find extra space at the end of this booklet. Please state clearly the numbers of the questions you are continuing to answer.

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]

.....  
.....  
.....  
.....  
.....  
.....  
.....

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

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....







## 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, mark 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.”** **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 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 because 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 never been elected as the president of Shiromani Gurdwara Prabandhak Committee (the Central Management Committee to manage the affairs of the Gurdwaras in the Punjab), or as the head of any of the five Takhts (the thrones of authority)
- Sikh women are not 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