

GCSE

# WJEC GCSE

# Religious Studies

Approved by Qualifications Wales

## Sample Assessment Materials

Unit 1: Religious and non-religious beliefs, teachings and practices

Teaching from 2025

For award from 2027





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Question paper	1
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SAMPLE

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Surname
First name(s)

Centre number

Candidate number
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## GCSE

**3510UA0-1 – 3510UF0-1**

### GCSE Religious Studies – Unit 1

Religious and non-religious beliefs, teachings and practices

1 hour 15 mins

## SAMPLE ASSESSMENT MATERIALS

### Instructions to candidates

Use black ink or black ball-point pen. Do **not** use gel pen or correction fluid.

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

Answer **all** questions.

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

For examiner's use only		
Question	Maximum mark	Mark awarded
1.	3	
2.	4	
3.	8	
4.	10	
5.	10	
6.	3	
7.	6	
8.	6	
9.	10	
<b>Total</b>	<b>60</b>	

### Information for candidates

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

The total number of marks available is **60**

You should think carefully about how you use your time.

Your responses must be clear, accurate and well presented.

**a – Christianity and non-religious perspectives**

Answer **all** questions.

1. List **three** words that Christians might use when describing the nature of God.

[3]

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2. Outline **four** features of a Christian infant baptism.

[4]

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3. Contrast Christian and non-religious beliefs about life after death.

[8] Examiner only

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4. "Only religion gives life meaning."

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Discuss this statement using reasoned arguments and reach a justified conclusion. You must refer to Christian and non-religious beliefs, teachings and perspectives in your answer.

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5. “Pilgrimage is the most important Christian practice.”

[10] Examiner only

Analyse and evaluate this statement using reasoned arguments and reach a justified conclusion.

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**b – Catholic Christianity and non-religious perspectives**

Answer **all** questions.

1. List **three** words that Catholics might use when describing the nature of God.

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2. Outline **four** features of a Catholic infant baptism ceremony.

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3. Contrast Catholic and non-religious beliefs about life after death.

[8] Examiner only

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5. 'Pilgrimage is the most important Catholic practice.'

[10] Examiner only

Analyse and evaluate this statement using reasoned arguments and reach a justified conclusion.

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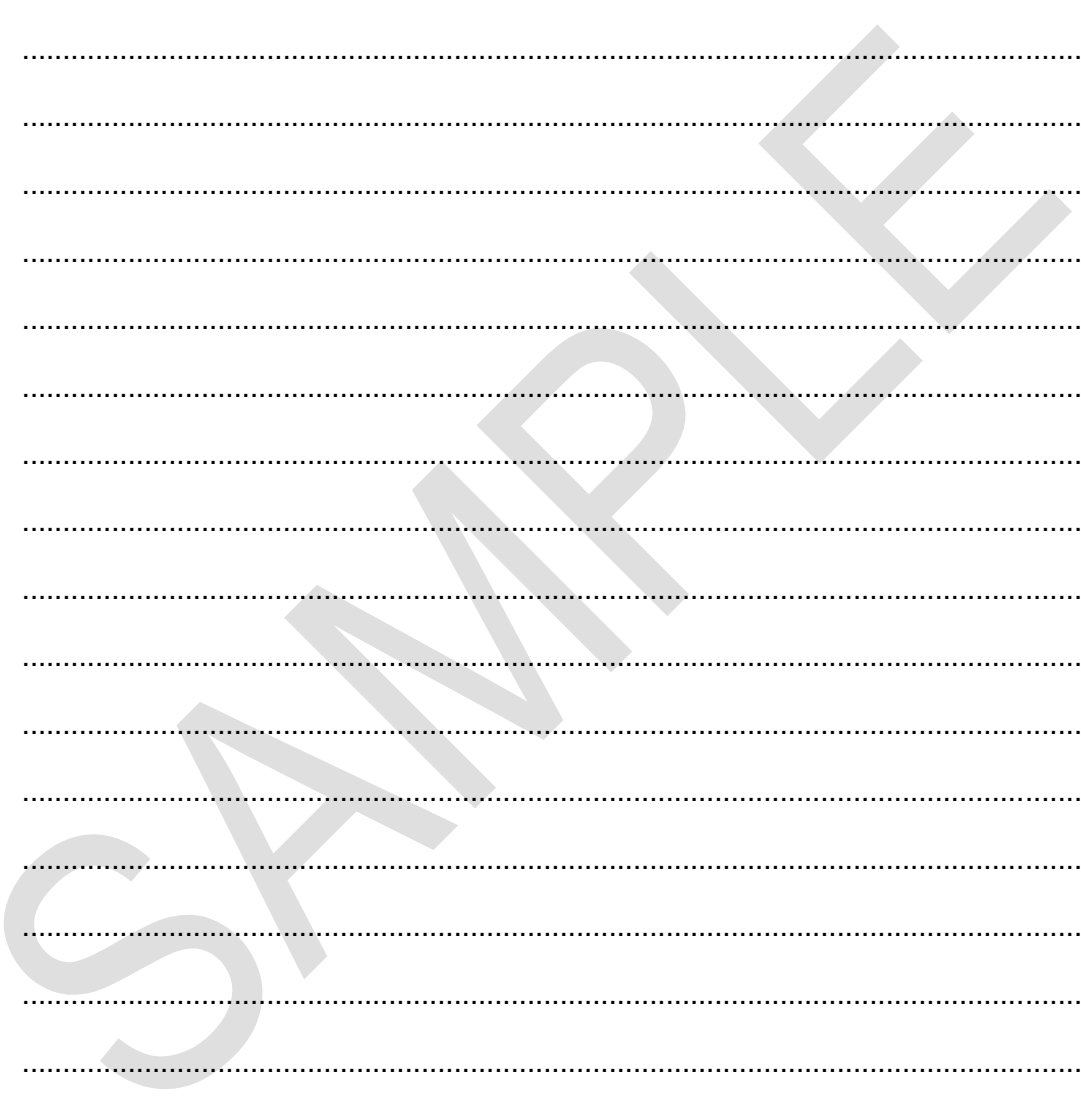
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**a – World religions – Buddhism**

Answer **all** questions.

6. List the Three Poisons.

[3] Examiner only

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7. Describe how Buddhists may practise vipassana meditation.

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8. Explain how teachings on the Buddha's Four Sights affect Buddhists.

[6] Examiner only

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9. Explain how mantras and mandalas are used in Buddhist devotional practices.

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**b – World religions – Hinduism**

Answer **all** questions.

6. List the three aims which Hindus believe will lead to moksha.

[3] Examiner only

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7. Describe practices of Shaiva bhakti.

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8. Explain how beliefs about Nirguna Brahman and Saguna Brahman influence Hindus.

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**c – World religions – Islam**

Answer **all** questions.

6. List three ways Muslims make moral decisions.

[3] Examiner only

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7. Describe how Muslims may follow dress customs.

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8. Explain how beliefs about prophethood may influence the life of a Muslim.

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**d – World Religions – Judaism**

Answer **all** questions.

6. List three ways Jews make moral decisions.

[3] Examiner only

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7. Describe the significance of the Western Wall for Jews.

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8. Explain the importance of sacred texts for Jews in their daily lives.

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**e – World Religions – Sikhism**

Answer **all** questions.

6. List **three** of the 5Ks worn by Sikhs.

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7. Describe features of the Sikh site of pilgrimage in Amritsar.

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8. Explain Sikh beliefs about the connection between karma and morality

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9. Explain how by performing taan (physical service) and maan (mental service) Sikhs demonstrate their belief in sewa (selfless service).

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**Additional page, if required.**  
**Write the question number(s) in the left-hand margin.**

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[A large grid of 20 horizontal dotted lines for writing answers, with a vertical line on the left for question numbers.]

## MARK SCHEME

### Guidance for examiners

#### Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

#### Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates 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.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of '*Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

#### Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive, and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

### **Stage 1 – Deciding on the band**

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor most closely matches the work.

### **Stage 2 – Deciding on the mark**

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

**a – Christianity and non-religious perspectives**

Question	Answer	A01	A02	A03	Total Mark
1.	List <b>three</b> words that Christians might use when describing the nature of God.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• Creator</li> <li>• Omnipotent</li> <li>• Omniscient</li> <li>• Omnibenevolent</li> <li>• Omnipresent.</li> </ul> <p>Credit any other valid response.</p>	3			3
Question	Answer	A01	A02	A03	Total Mark
2.	Outline <b>four</b> features of a Christian infant baptism.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>four</b> marks:</p> <ul style="list-style-type: none"> <li>• The rite is carried out by a priest, vicar or ordained minister</li> <li>• The infant is usually dressed in white to symbolise purity from sin</li> <li>• The Baptism Liturgy is sometimes part of the usual Christian service</li> <li>• The baptism is followed by a Eucharist celebration</li> <li>• The parents and godparents make promises on behalf of the child</li> <li>• They promise to reject evil</li> <li>• They promise to believe in the Trinity</li> <li>• Water from the font is sprinkled on the infant’s head or the infant is fully submerged in the water</li> <li>• The celebrant makes a sign of the cross on the infant’s forehead</li> <li>• The infant is given their Christian name</li> <li>• There will be a reading from the Bible</li> <li>• Prayers will be read.</li> </ul> <p>Credit any other valid response.</p>	4			4

Question	Answer
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3.	Contrast Christian and non-religious beliefs about life after death.
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**Indicative Content**

Answers may refer to the following:

- Christians believe that when the body dies, the soul (their spiritual part) lives on whereas those who hold non-religious views see death as the end of existence
- Christians believe the soul is judged on the way the person has lived their life whereas those who hold non-religious views do not accept that humans have souls, so there is nothing to live on
- The Parable of the Sheep and Goats (Matthew 25: 31-46) describes how people will be separated, depending on their moral lives, into those who will join God in Heaven and those who will be separated from God in Hell, whereas those who hold non-religious views do not believe in an afterlife but may make moral decisions based on conscience
- The Parable of the Rich Man and Lazarus (Luke 16:19-31) also describes how those who have done good works during their lives will be rewarded and those who have not will be punished, whereas those who hold non-religious views do not believe in an afterlife but may make moral decisions based on the consequences (consequentialism) of their actions
- Traditionally, Christians believe Heaven and Hell were thought of as physical places. Modern understandings see them more as spiritual states whereas those who hold non-religious views see death as the end of existence
- Heaven may be seen as a state where the soul “lives’ for eternity in the presence of God whereas those who hold non-religious views do not accept that humans have souls, so there is nothing to live on
- Hell may be seen as a state where the soul is permanently separated from God’s presence whereas those who hold non-religious views do not accept that humans have souls, so there is nothing to live on
- Most Christians also believe in a Final Day of Judgement when Jesus returns to earth in a ‘Second Coming’ (called The Parousia) and a physical resurrection will take place where everyone, alive or dead, will be transformed into a glorified state (1 Corinthians 15:42-55) whereas those who hold non-religious views see no future reward or punishment based on morality.

Band	A01	A03
4	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• excellent knowledge and understanding of Christian beliefs and non-religious beliefs about life after death</li> <li>• uses detailed, relevant examples of Christian and non-religious beliefs about life after death</li> <li>• uses many appropriate Christian teachings in the response</li> </ul>	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent response that comprehensively and effectively contrasts the differences between Christian and non-religious beliefs about life after death</li> <li>• the response is very clear, purposefully, effectively and logically structured</li> </ul>

<b>3</b>	<b>3 marks</b>	<b>3 marks</b>
	<ul style="list-style-type: none"> <li>• good knowledge and understanding of Christian and non-religious beliefs about life after death</li> <li>• uses relevant examples of Christian and non-religious beliefs about life after death</li> <li>• uses several appropriate Christian teachings in the response</li> </ul>	<ul style="list-style-type: none"> <li>• a good response that comprehensively contrasts the differences between Christian and non-religious beliefs about life after death</li> <li>• the response is clear and well-structured</li> </ul>
<b>2</b>	<b>2 marks</b>	<b>2 marks</b>
	<ul style="list-style-type: none"> <li>• satisfactory knowledge and understanding of Christian and non-religious beliefs about life after death</li> <li>• uses some relevant examples of Christian and non-religious beliefs about life after death</li> <li>• uses some appropriate Christian teachings in the response</li> </ul>	<ul style="list-style-type: none"> <li>• a satisfactory response that adequately contrasts the differences between Christian and non-religious beliefs about life after death</li> <li>• the response is mostly clear and adequately structured</li> </ul>
<b>1</b>	<b>1 mark</b>	<b>1 mark</b>
	<ul style="list-style-type: none"> <li>• basic knowledge and understanding of Christian and non-religious beliefs about life after death</li> <li>• uses few relevant examples of Christian and non-religious beliefs about life after death</li> <li>• may not use appropriate Christian teachings in the response</li> </ul>	<ul style="list-style-type: none"> <li>• a basic response that superficially contrasts the differences between Christian and non-religious beliefs about life after death</li> <li>• the response is unclear with minimal structure</li> </ul>
<b>0</b>	<b>0 marks</b> Response not creditworthy or not attempted.	

Question	Answer
4.	<p>'Only religion gives life meaning.'</p> <p>Discuss this statement using reasoned arguments and reach a justified conclusion. You must refer to Christian and non-religious beliefs, teachings and perspectives in your answer.</p>

### Indicative Content

Answers may refer to the following:

- Christians may agree because the Bible guides them to lead a fulfilling, purposeful life, showing that religion gives life meaning
- Christians may agree because the most meaningful thing to do in life is worship God, as shown in Romans 12:1
- Christians may agree because teachings in the Bible focus on loving God and loving others, for example in Matthew 22:37-39, showing that meaning comes from following Christian teachings
- Christians may argue that it is Christianity, not religion in general, that gives life meaning
- Christians may argue that as God is the creator of human life; only following what he wants can give life meaning
- Christians may argue that it is not religion, or Christianity, alone that gives life meaning, but the practices associated with being religious or a Christian, such as baptism and participating in the Eucharist
- Some may argue that religion gives life meaning but it is not the only thing that gives life meaning, for example, family and friends also give life meaning
- Some non-religious believers may argue that life has no meaning or that humans create their own meaning
- Some non-religious believers may argue that religion gives meaning to religious believers but not non-religious believers
- Some non-religious believers may argue that there is no agreed meaning to life across all religious and non-religious believers, so the statement cannot be true
- Some non-religious believers may argue that religion should not give life meaning because it is based on belief and not fact
- Some non-religious believers argue that there are a range of ways that people can gain a sense of meaning in their lives, such as through helping others, spending quality time with family, having a successful career or spending time in nature
- Humanists may argue that a variety of things give life meaning e.g. autonomy, ethical living, responsibility, pursuit of fulfilment and pursuit of happiness.

Credit any other valid response.

Band	A01	A03
5	<p style="text-align: center;"><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• excellent knowledge and understanding of Christian and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• uses detailed, relevant examples of Christian and non-religious beliefs and perspectives on the meaning of life</li> <li>• uses many appropriate Christian teachings in the response</li> </ul>	<p style="text-align: center;"><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent response that comprehensively and effectively discusses Christian and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• response comprehensively and effectively argues different ideas about the meaning of life</li> <li>• the conclusion is comprehensively and effectively supported by relevant examples</li> </ul>
4	<p style="text-align: center;"><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of Christian and non-religious beliefs, teaching and perspectives on the meaning of life</li> <li>• uses relevant examples of Christian and non-religious beliefs and perspectives on the meaning of life</li> <li>• uses several appropriate Christian teachings in the response</li> </ul>	<p style="text-align: center;"><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• a good response that comprehensively discusses Christian and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• response comprehensively argues different ideas about the meaning of life</li> <li>• the conclusion is comprehensively supported by relevant examples</li> </ul>
3	<p style="text-align: center;"><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge and understanding of Christian and non-religious beliefs, teaching and perspectives on the meaning of life</li> <li>• uses some relevant examples of Christian and non-religious beliefs and perspectives on the meaning of life</li> <li>• uses some appropriate Christian teachings in the response</li> </ul>	<p style="text-align: center;"><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• a satisfactory response that adequately discusses Christian and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• response adequately argues different ideas about the meaning of life</li> <li>• the conclusion is adequately supported by relevant examples</li> </ul>



<b>2</b>	<b>2 marks</b>	<b>2 marks</b>
	<ul style="list-style-type: none"> <li>• basic knowledge and understanding of Christian and non-religious beliefs, teaching and perspectives on the meaning of life</li> <li>• uses few relevant examples of Christian and non-religious beliefs and perspectives on the meaning of life</li> <li>• uses few appropriate Christian teachings in the response</li> </ul>	<ul style="list-style-type: none"> <li>• a basic response that superficially discusses Christian and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• response superficially argues different ideas about the meaning of life</li> <li>• the conclusion is superficially supported by relevant examples</li> </ul>
<b>1</b>	<b>1 mark</b>	<b>1 mark</b>
	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of Christian and non-religious beliefs, teaching and perspectives on the meaning of life</li> <li>• uses limited examples of Christian and non-religious beliefs and perspectives on the meaning of life</li> <li>• may not use appropriate Christian teachings in the response</li> </ul>	<ul style="list-style-type: none"> <li>• a limited response that loosely discusses Christian and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• the conclusion is loosely supported by relevant examples</li> </ul>
<b>0</b>	<b>0 marks</b> Response not creditworthy or not attempted.	

Question	Answer
5.	<p>'Pilgrimage is the most important Christian practice.'</p> <p>Analyse and evaluate this statement using reasoned arguments and reach a justified conclusion.</p>

### Indicative Content

Answers may refer to the following:

- One line of argument is that pilgrimage is an important practice for many Christians because it is an outward display of commitment to their faith
- Most pilgrimages are communal events, so many Christians consider them important because it allows them to be part of a Christian community with a shared aim and purpose
- Pilgrimage is important because Christians can visit places associated with their religion, e.g. St. David's Cathedral, Pembrokeshire
- Pilgrimage to Israel allows Christians to see the places where Jesus himself lived and walk in his footsteps
- Pilgrimage has always been an important part of Christianity and Christians may wish to continue that tradition
- Some pilgrimage sites are places where miracles are believed to have taken place e.g. Lourdes, so they are considered important, spiritual places
- Another line of argument might be that pilgrimage is often difficult and expensive and that not everyone can go, so it cannot be considered the most important
- Some places of pilgrimage have become tourist spots and, therefore, it is more like a holiday than a pilgrimage
- Another line of argument might be that pilgrimage cannot be considered the most important practice because Jesus himself did not instruct Christians to go on pilgrimage and it is not considered a duty in Christianity as it is in some other religions
- Other practices, such as celebrating Eucharist, are much more important because Jesus taught his followers to do it, "Do this in memory of me."
- Celebrating Eucharist is also communal, so you don't have to go on pilgrimage to experience a sense of Christian community
- Celebrating Eucharist is more important than pilgrimage because it remembers fundamental beliefs about Jesus, such as his sacrifice in atoning for sin by dying on the cross
- Rites of passage such as being baptised or confirmed are more important than pilgrimage because they are a declaration of faith, not just a display of faith
- Baptism and Confirmation are more important because it is through those rites that you become a Christian and confirm your beliefs
- Another line of argument might be that doing good deeds is more important than pilgrimage because Jesus gave so many teachings about how to treat others, Matthew 7:12, 25: 31-46
- Another line of argument might be that it is not reasonable to argue that one Christian practice is more important than another because they all contribute to the Christian life, and all are important.

Credit any other valid response.

Band	AO1	AO3
5	<p style="text-align: center;"><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• excellent knowledge and understanding of pilgrimage and its importance to Christians</li> <li>• uses detailed, relevant examples of Christian pilgrimage locations and their significance to Christians</li> <li>• uses detailed, relevant examples of alternative ways Christians demonstrate their commitment to their faith</li> <li>• uses many appropriate Christian teachings and sources of authority in the response</li> </ul>	<p style="text-align: center;"><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent response that comprehensively and effectively analyses the importance of pilgrimage to Christians</li> <li>• response comprehensively and effectively uses well-reasoned counter arguments of alternative ways Christians demonstrate their commitment to their faith</li> <li>• the conclusion is comprehensively and effectively justified by detailed, relevant examples</li> </ul>
4	<p style="text-align: center;"><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of pilgrimage and its importance to Christians</li> <li>• uses relevant examples of Christian pilgrimage locations and their significance to Christians</li> <li>• uses relevant examples of alternative ways Christians demonstrate their commitment to their faith</li> <li>• uses several appropriate Christian teachings and sources of authority in the response</li> </ul>	<p style="text-align: center;"><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• a good response that comprehensively analyses the importance of pilgrimage to Christians</li> <li>• response comprehensively uses reasoned counter arguments of alternative ways Christians demonstrate their commitment to their faith</li> <li>• the conclusion is comprehensively justified by relevant examples</li> </ul>
3	<p style="text-align: center;"><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge and understanding of pilgrimage and its importance to Christians</li> <li>• uses some relevant examples of Christian pilgrimage locations and their significance to Christians</li> <li>• uses some relevant examples of alternative ways Christians demonstrate their commitment to their faith</li> <li>• uses some appropriate Christian teachings and sources of authority in the response</li> </ul>	<p style="text-align: center;"><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• a satisfactory response that adequately analyses the importance of pilgrimage to Christians</li> <li>• response adequately uses counter arguments of alternative ways Christians demonstrate their commitment to their faith</li> <li>• the conclusion is comprehensively justified by some relevant examples</li> </ul>

2	<p style="text-align: center;"><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• basic knowledge and understanding of pilgrimage and its importance to Christians</li> <li>• uses few relevant examples of Christian pilgrimage locations and their significance to Christians</li> <li>• uses few relevant examples of alternative ways Christians demonstrate their commitment to their faith</li> <li>• uses few appropriate Christian teachings and sources of authority in the response</li> </ul>	<p style="text-align: center;"><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• a basic response that superficially analyses the importance of pilgrimage to Christians</li> <li>• response superficially uses counter arguments of alternative ways Christians demonstrate their commitment to their faith</li> <li>• the conclusion is superficially justified by few relevant examples</li> </ul>
1	<p style="text-align: center;"><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding of pilgrimage and its importance to Christians</li> <li>• may not use appropriate examples of Christian pilgrimage locations</li> <li>• may not use appropriate examples of alternative ways Christians demonstrate their commitment to their faith</li> </ul>	<p style="text-align: center;"><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• a limited response that loosely analyses the importance of pilgrimage to Christians</li> <li>• response loosely argues alternative ways Christians demonstrate their commitment to their faith</li> <li>• the conclusion is loosely justified but may not use relevant examples</li> </ul>
0	<p style="text-align: center;"><b>0 marks</b> Response not creditworthy or not attempted.</p>	

**b – Catholic Christianity and non-religious perspectives**

Question	Answer	A01	A02	A03	Total Mark
1.	List <b>three</b> words that Catholics might use when describing the nature of God.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• Creator</li> <li>• Omnipotent</li> <li>• Omniscient</li> <li>• Omnibenevolent</li> <li>• Omnipresent.</li> </ul> <p>Credit any other valid response.</p>	3			3
Question	Answer	A01	A02	A03	Total Mark
2.	Outline <b>four</b> features of a Catholic infant baptism ceremony.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>four</b> marks:</p> <ul style="list-style-type: none"> <li>• The rite is carried out by a priest</li> <li>• The infant is usually met by the priest at the door of the Church</li> <li>• The infant often wears white to symbolise purity from Original Sin</li> <li>• The Baptism takes place at the font</li> <li>• The parents are asked if they are prepared to bring up their child as a Catholic</li> <li>• The child is given their Christian name</li> <li>• The priest, parents and godparents trace the sign of the cross on the child's forehead</li> <li>• There will be a reading from the Bible</li> <li>• The child is anointed with the Oil of Catechumens</li> <li>• The parents and godparents make promises on behalf of the child</li> <li>• They promise to reject evil</li> <li>• The priest pours or sprinkles water on the child's head</li> <li>• The ceremony ends with the Lord's Prayer.</li> </ul> <p>Credit any other valid response.</p>	4			4

Question	Answer
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3.	Contrast Catholic and non-religious beliefs about life after death.
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**Indicative Content**

Answers may refer to the following:

- Catholics believe that when the body dies, the soul lives on in the afterlife whereas those who hold non-religious views see death as the end of existence
- For Catholics, the soul receives Particular (or Individual) Judgement when they die. This is when God judges their words, thoughts and actions and inactions in their earthly life to decide where the soul will go in the afterlife
- Non-religious people don't accept that humans have a soul and therefore would not believe in any form of judgement at the end of their life
- For Catholics, Heaven is where the soul goes to be in God's presence for all eternity
- Catholics also believe in the existence of Hell, which is where souls are separated from God's presence for all eternity
- Catholics believe in the existence of Purgatory; this is where souls go to be cleansed of any sin before going to Heaven. It is not known how long souls stay there but Catholics often pray for the souls in Purgatory in the hope that it will speed up their time there
- However, the non-religious understanding that humans do not have a soul means that they believe there is nothing to live on and therefore no afterlife
- Catholics also believe in the Parousia, or Second Coming, of Jesus. This will occur on the Last Day, and all the departed will be resurrected from the dead and transformed into a glorified state (1 Corinthians 15:42-55) whereas those who hold non-religious views do not believe Jesus is the son of God and therefore do not believe he will return
- The Parable of the Sheep and the Goats (Matthew 25:31-46) describes how Jesus will separate all people into two groups; those who will join God in Heaven and those who will be separated from God in Hell for all eternity. This is called General Judgement and is based on the moral decisions made during a person's lifetime, and how they have responded to those in need
- Those who hold non-religious beliefs do not believe in an afterlife based on moral decisions, but they may make decisions based on the consequences of those decisions (consequentialism).
- The Parable of the rich Man and Lazarus (Luke 16:19-31) also describes how those who have done good works during their lives will be rewarded and those who have not will be punished, whereas those who hold non-religious views do not believe in an afterlife but may make moral decisions based on the consequences (consequentialism) of their actions.

Credit any other valid response.

<b>Band</b>	<b>AO1</b>	<b>AO3</b>
<b>4</b>	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• excellent knowledge and understanding of Catholic beliefs and non-religious beliefs about life after death</li> <li>• uses detailed, relevant examples of Catholic and non-religious beliefs about life after death</li> <li>• uses many appropriate Catholic teachings in the response</li> </ul>	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent response that comprehensively and effectively contrasts the differences between Catholic and non-religious beliefs about life after death</li> <li>• the response is very clear, purposefully, effectively and logically structured</li> </ul>
<b>3</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of Catholic and non-religious beliefs about life after death</li> <li>• uses relevant examples of Catholic and non-religious beliefs about life after death</li> <li>• uses several appropriate Catholic teachings in the response</li> </ul>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• a good response that comprehensively contrasts the differences between Catholic and non-religious beliefs about life after death</li> <li>• the response is clear and well-structured</li> </ul>
<b>2</b>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge and understanding of Catholic and non-religious beliefs about life after death</li> <li>• uses some relevant examples of Catholic and non-religious beliefs about life after death</li> <li>• uses some appropriate Catholic teachings in the response</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• a satisfactory response that adequately contrasts the differences between Catholic and non-religious beliefs about life after death</li> <li>• the response is mostly clear and adequately structured</li> </ul>
<b>1</b>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• basic knowledge and understanding of Catholic and non-religious beliefs about life after death</li> <li>• uses few relevant examples of Catholic and non-religious beliefs about life after death</li> <li>• may not use appropriate Catholic teachings in the response</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• a basic response that superficially contrasts the differences between Catholic and non-religious beliefs about life after death</li> <li>• the response is unclear with minimal structure</li> </ul>
<b>0</b>	<p><b>0 marks</b> Response not creditworthy or not attempted.</p>	

Question	Answer
4.	<p data-bbox="236 295 667 331">'Only religion gives life meaning.'</p> <p data-bbox="236 362 1449 430">Discuss this statement using reasoned arguments and reach a justified conclusion. You must refer to Catholic and non-religious beliefs, teachings and perspectives in your answer.</p>

### Indicative Content

Answers may refer to the following:

- Catholics may agree because the Bible guides them to lead a fulfilling, purposeful life, showing that religion gives life meaning
- Catholics may agree because the most meaningful thing to do in life is worship God, as shown in Romans 12:1
- Catholics may agree because teachings in the Bible focus on loving God and loving others, for example in Matthew 22:37-39, showing that meaning comes from following religious teachings
- Catholics may argue that it is Catholicism, not religion in general, that gives life meaning
- Catholics may argue that as all humans are created by God in his image (Imago Dei), then the only way to give life meaning is to live the life of God has planned for them
- Some Catholics may argue that discerning and fulfilling their vocation is what gives life meaning
- Catholics may argue that partaking in the sacraments is what gives life meaning. For example, receiving the Holy Spirit in Baptism, or being spiritually strengthened by participating in the Eucharist
- Catholics may suggest that the five primary precepts given by St Thomas Aquinas in his Natural Law Theory give life meaning, i.e. preservation of life, to live in an ordered society, to worship God, to educate themselves and others about God, and to reproduce
- Some may argue that religion may give life meaning but it is not the only thing to do so. For example, family and friends also give life meaning
- Some non-religious believers may argue that life has no meaning or that humans create their own meaning
- Some non-religious believers may argue that religion gives meaning to religious believers but not non-religious believers
- Some non-religious believers may argue that there is no agreed meaning to life across all religious and non-religious believers, so the statement cannot be true
- Some non-religious believers may argue that religion should not give life meaning because it is based on belief and not fact
- Some non-religious believers argue that there are a range of ways that people can gain a sense of meaning in their lives, such as through helping others, spending quality time with family, having a successful career or spending time in nature
- Humanists may argue that a variety of things give life meaning e.g. autonomy, ethical living, responsibility, pursuit of fulfilment and pursuit of happiness.

Credit any other valid response.



<b>Band</b>	<b>A01</b>	<b>A03</b>
<b>5</b>	<p><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• excellent knowledge and understanding of Catholic and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• uses detailed, relevant examples of Catholic and non-religious beliefs and perspectives on the meaning of life</li> <li>• uses many appropriate Catholic teachings in the response</li> </ul>	<p><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent response that comprehensively and effectively discusses Catholic and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• response comprehensively and effectively argues different ideas about the meaning of life</li> <li>• the conclusion is comprehensively and effectively supported by relevant examples</li> </ul>
<b>4</b>	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of Catholic and non-religious beliefs, teaching and perspectives on the meaning of life</li> <li>• uses relevant examples of Catholic and non-religious beliefs and perspectives on the meaning of life</li> <li>• uses several appropriate Catholic teachings in the response</li> </ul>	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• a good response that comprehensively discusses Catholic and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• response comprehensively argues different ideas about the meaning of life</li> <li>• the conclusion is comprehensively supported by relevant examples</li> </ul>
<b>3</b>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge and understanding of Catholic and non-religious beliefs, teaching and perspectives on the meaning of life</li> <li>• uses some relevant examples of Catholic and non-religious beliefs and perspectives on the meaning of life</li> <li>• uses some appropriate Catholic teachings in the response</li> </ul>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• a satisfactory response that adequately discusses Catholic and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• response adequately argues different ideas about the meaning of life</li> <li>• the conclusion is adequately supported by relevant examples</li> </ul>
<b>2</b>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• basic knowledge and understanding of Catholic and non-religious beliefs, teaching and perspectives on the meaning of life</li> <li>• uses few relevant examples of Catholic and non-religious beliefs and perspectives on the meaning of life</li> <li>• uses few appropriate Catholic teachings in the response</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• a basic response that superficially discusses Catholic and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• response superficially argues different ideas about the meaning of life</li> <li>• the conclusion is superficially supported by relevant examples</li> </ul>

<b>1</b>	<b>1 mark</b>	<b>1 mark</b>
	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of Catholic and non-religious beliefs, teaching and perspectives on the meaning of life</li> <li>• uses limited examples of Catholic and non-religious beliefs and perspectives on the meaning of life</li> <li>• may not use appropriate Catholic teachings in the response</li> </ul>	<ul style="list-style-type: none"> <li>• a limited response that loosely discusses Catholic and non-religious beliefs, teachings and perspectives on the meaning of life</li> <li>• the conclusion is loosely supported by relevant examples</li> </ul>
<b>0</b>	<b>0 marks</b> Response not creditworthy or not attempted.	

SAMPLE

Question	Answer
5.	<p>“Pilgrimage is the most important Catholic practice.”</p> <p>Analyse and evaluate this statement using reasoned arguments and reach a justified conclusion.</p>

### Indicative Content

Answers may refer to the following:

- One line of argument is that pilgrimage is an important practice for Catholics as it allows them to visit places associated with their religion, e.g. St Peter’s Basilica, Rome
- Pilgrimage is an outward display of commitment to God and their faith, so Catholics may argue that it is a very important practice
- Pilgrimage allows Catholics to gather together as a worldwide community with people who share their beliefs. This can be empowering and affirming for a religious individual.
- Many Catholics visit Lourdes on pilgrimage in the hope of physical or spiritual healing in the spring waters. Many healing miracles have taken place there
- The life-size Stations of the Cross at Lourdes helps Catholics to fully reflect on the events of Good Friday
- Hearing the Pope, the leader of the Catholic Church, speak at the Papal Audience in St Peter’s Square can be helpful for Catholics in their understanding of Church teachings
- Visiting the Holy Land on pilgrimage can help Catholics to see the places Jesus visited and reflect on his life, death and resurrection
- Another line of argument might be that pilgrimage is often very expensive, and not all people can afford to go. Therefore, it cannot be considered the most important practice
- Some places of pilgrimage have become very commercialised, which can present a distraction to Catholics when visiting there
- Another line of argument might be that pilgrimage cannot be considered the most important practice as there is no specific instruction in the Bible for Catholics to go. Therefore, it is not a religious duty to go on pilgrimage
- Catholics may argue that there are many other practices that are more important than pilgrimage. For example, celebrating Easter which represents their belief in Jesus’ resurrection
- Catholics may argue celebrating the Eucharist is more important than pilgrimage because Jesus instructed his followers to ‘Do this in memory of me.’
- Catholics may argue receiving the sacraments is more important than going on a pilgrimage as the sacraments confer God’s grace on to the believer, thereby strengthening the person spiritually and allowing them to receive the Holy Spirit to guide them in their daily lives
- A further line of argument may be that maintaining Jesus’ instruction to ‘love one another as I have loved you’ is more important than pilgrimage. Jesus emphasised caring for the vulnerable in society and Catholics believe they must follow this example
- Catholics believe they will be judged on their earthly actions to decide their afterlife. Therefore, they must prioritise caring for others as the most important practice
- Another line of argument could be that all Catholic practices are important as they are a way of responding to God in a positive way. Any practice that strengthens a believer’s relationship with God is important.

Credit any other valid response.

Band	AO1	AO3
5	<p style="text-align: center;"><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• excellent knowledge and understanding of pilgrimage and its importance to Catholics</li> <li>• uses detailed, relevant examples of Catholic pilgrimage locations and their significance to Catholics</li> <li>• uses detailed, relevant examples of alternative ways Catholics demonstrate their commitment to their faith</li> <li>• uses many appropriate Catholic teachings and sources of authority in the response</li> </ul>	<p style="text-align: center;"><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent response that comprehensively and effectively analyses the importance of pilgrimage to Catholics</li> <li>• response comprehensively and effectively uses well-reasoned counter arguments of alternative ways Catholics demonstrate their commitment to their faith</li> <li>• the conclusion is comprehensively and effectively justified by detailed, relevant examples</li> </ul>
4	<p style="text-align: center;"><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of pilgrimage and its importance to Catholics</li> <li>• uses relevant examples of Catholic pilgrimage locations and their significance to Catholics</li> <li>• uses relevant examples of alternative ways Catholics demonstrate their commitment to their faith</li> <li>• uses several appropriate Catholic teachings and sources of authority in the response</li> </ul>	<p style="text-align: center;"><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• a good response that comprehensively analyses the importance of pilgrimage to Catholics</li> <li>• response comprehensively uses reasoned counter arguments of alternative ways Catholics demonstrate their commitment to their faith</li> <li>• the conclusion is comprehensively justified by relevant examples</li> </ul>
3	<p style="text-align: center;"><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge and understanding of pilgrimage and its importance to Catholics</li> <li>• uses some relevant examples of Catholic pilgrimage locations and their significance to Catholics</li> <li>• uses some relevant examples of alternative ways Catholics demonstrate their commitment to their faith</li> <li>• uses some appropriate Catholic teachings and sources of authority in the response</li> </ul>	<p style="text-align: center;"><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• a satisfactory response that adequately analyses the importance of pilgrimage to Catholics</li> <li>• response adequately uses counter arguments of alternative ways Catholics demonstrate their commitment to their faith</li> <li>• the conclusion is comprehensively justified by some relevant examples</li> </ul>

<b>2</b>	<b>2 marks</b>	<b>2 marks</b>
	<ul style="list-style-type: none"> <li>• basic knowledge and understanding of pilgrimage and its importance to Catholics</li> <li>• uses few relevant examples of Catholic pilgrimage locations and their significance to Catholics</li> <li>• uses few relevant examples of alternative ways Catholics demonstrate their commitment to their faith</li> <li>• uses few appropriate Catholic teachings and sources of authority in the response</li> </ul>	<ul style="list-style-type: none"> <li>• a basic response that superficially analyses the importance of pilgrimage to Catholics</li> <li>• response superficially uses counter arguments of alternative ways Catholics demonstrate their commitment to their faith</li> <li>• the conclusion is superficially justified by few relevant examples</li> </ul>
<b>1</b>	<b>1 mark</b>	<b>1 mark</b>
	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of pilgrimage and its importance to Catholics</li> <li>• may not use appropriate examples of Catholic pilgrimage locations</li> <li>• may not use appropriate examples of alternative ways Catholics demonstrate their commitment to their faith</li> </ul>	<ul style="list-style-type: none"> <li>• a limited response that loosely analyses the importance of pilgrimage to Catholics</li> <li>• response loosely argues alternative ways Catholics demonstrate their commitment to their faith</li> <li>• the conclusion is loosely justified but may not use relevant examples</li> </ul>
<b>0</b>	<b>0 marks</b> Response not creditworthy or not attempted.	

a – World religions – Buddhism

Question	Answer	A01	A02	A03	Total Mark
6.	List the Three Poisons.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• Greed</li> <li>• Ignorance</li> <li>• Hatred.</li> </ul>	3			3
Question	Answer	A01	A02	A03	Total Mark
7.	Describe how Buddhists may practise vipassana meditation.				
	<p><b>Indicative content:</b></p> <p><b>Award one mark for each basic description of how Buddhists might practise vipassana meditation, up to a maximum of six marks</b></p> <p><b>A basic description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• Buddhists may choose a quiet place and time to practice</li> <li>• Sometimes Buddhists may meditate whilst walking very slowly in an open space</li> <li>• Buddhists may find a comfortable position, such as sitting on a cushion or chair with their backs straight</li> <li>• Buddhists may close their eyes and focus on their breathing</li> <li>• Buddhists may listen to guided recordings to help them meditate</li> <li>• They may try and practise every day</li> <li>• This type of meditation does not usually require objects for focus</li> </ul> <p><b>Award two marks for each developed description of how Buddhists might practise vipassana meditation, up to a maximum of six marks</b></p> <p><b>A developed description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• As vipassana is insight meditation, they may focus on their thoughts, emotions, and physical sensations but without reacting to them remaining detached from the experience</li> <li>• They may consider the arising and the passing away of thoughts, emotions and physical sensation (anicca) reflecting on the impermanent nature of these experiences</li> </ul>	6			6

	<ul style="list-style-type: none"> <li>• Vipassana meditation builds on samatha meditation and takes a lot of practice, so Buddhists must be patient and consistent</li> <li>• Some Buddhists may attend classes or courses for personalised guidance on how to meditate by experienced teachers who can offer specific techniques</li> </ul> <p>Credit any other valid response.</p>				
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SAMPLE

Question	Answer
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8.	Explain how teachings on the Buddha's Four Sights affect Buddhists.
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**Indicative Content**

Answers could refer to the following:

**Old Age:**

- represents the inevitable process of aging encouraging reflection for Buddhists on the impermanence (anicca) of youth and vitality,
- helps Buddhists to reflect on the nature of life and accept aging as a natural part of existence
- encourages Buddhists to detach from the superficial attachments to physical appearances and material comforts

**Sickness:**

- highlights the reality of suffering (dukkha) that Buddhists may experience helping to understand the fragility of health and the importance of compassion toward those who are ill
- reinforces for Buddhists the need to seek a path that alleviates suffering through following the Buddha's teachings (dharma)

**Death:**

- demonstrates the inevitability of death as a universal truth, reminding Buddhists of the concept of anicca (impermanence)
- encourages Buddhists to live meaningful lives and prioritise spiritual development over material pursuits
- helps Buddhists accept death as a transition rather than an end, in line with their belief in rebirth and reduce fear of dying

**The Holy Man:**

- symbolises hope for Buddhists and the possibility of liberation from suffering through spiritual practice
- inspired Prince Siddhartha to renounce his life of luxury and embark on the Middle Way; this encourages Buddhists to seek balance in their own lives
- encourages Buddhists to follow a spiritual path and seek enlightenment by balancing life's extremes.

Credit any other valid response.

Band	A02
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• excellent application of knowledge and understanding of the effect of the Buddha's Four Sights on Buddhists</li> <li>• comprehensively and effectively explains the effect of the Buddha's Four Sights on Buddhists using detailed, relevant examples</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• good application of knowledge and understanding of the effect of the Buddha's Four Sights on Buddhists</li> <li>• comprehensively explains the effect of the Buddha's Four Sights on Buddhists using relevant examples</li> </ul>



<b>1</b>	<b>1-2 marks</b> <ul style="list-style-type: none"><li>• satisfactory application of knowledge and understanding of the effect of the Buddha's Four Sights on Buddhists</li><li>• adequately explains the effect of the Buddha's Four Sights on Buddhists using some examples</li></ul>
<b>0</b>	<b>0 marks</b> Response not creditworthy or not attempted.

SAMPLE

Question	Answer
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9.	Explain how mantras and mandalas are used in Buddhist devotional practices.
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**Indicative Content**

Answers may refer to the following:

- Some Buddhists use mantras as aids to meditation
- While chanting mantras (which often contain the Buddha's teaching), some Buddhists might give offerings and bow to show respect to the Buddha
- Some Buddhists chant mantras aloud, others might sound it internally
- Some Buddhists say, whisper, or read the mantra to bring the blessings of the Buddha
- Some Buddhists learn mantras by heart and teach them to others
- Pure Land Buddhists chant "Namu Amida Butsu" (nembutsu) as a way of honouring Amida Buddha and in the hope of being reborn in the Pure Land
- Some Buddhists might use malas (prayer beads) alongside mantras as a way of keeping track of their chants
- Some Buddhists might use a prayer wheel, which is spun around while performing mantras
- Some Buddhists might use mantras to enter a trance-like state
- Some well-known mantras are: "Om mani padme hum" (Praise to the jewel of the Lotus) - Tibetan chant, "Namu Amida butsu" (Hail to Amida Buddha) - Japanese Buddhist chant, "Nam myo renge kyo" (Hail to the jewel of the Lotus) - Japanese Buddhist chant
- Mandalas are colourful, symbolic images of the universe constructed using paint, sand, ground marble, ground herbs, flowers, or grains usually designed and created by Buddhist monks
- The mandala represents an imaginary palace that is contemplated during meditation
- Each object in an often very intricate mandala, symbolises an aspect of wisdom or a guiding principle. A deity is usually located in the middle of the mandala
- Once complete, the monks hold a chanting ceremony with music and meditation
- After completion, the mandala is destroyed by sweeping the particles away. This act reminds Buddhists of the impermanence of life

Credit any other valid response.

Band	A02
5	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent explanation that comprehensively and effectively explains how mandalas and mantras are used in Buddhist devotional practices</li> <li>• uses detailed, relevant examples of mantras and mandalas in Buddhist devotional practices</li> </ul>
4	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>• a good explanation comprehensively explains how mandalas and mantras are used in Buddhist devotional practices</li> <li>• uses several relevant examples of mantras and mandalas in Buddhist devotional practices</li> </ul>

<b>3</b>	<b>5-6 marks</b>
	<ul style="list-style-type: none"> <li>• a satisfactory explanation that adequately explains how mandalas and mantras are used in Buddhist devotional practices</li> <li>• uses some examples of mantras and mandalas in Buddhist devotional practices</li> </ul>
<b>2</b>	<b>3-4 marks</b>
	<ul style="list-style-type: none"> <li>• a basic explanation that sufficiently explains how mandalas and mantras are used in Buddhist devotional practices</li> <li>• uses few examples of mantras and mandalas in Buddhist devotional practices</li> </ul>
<b>1</b>	<b>1-2 marks</b>
	<ul style="list-style-type: none"> <li>• a limited explanation that loosely explains how mandalas and mantras are used in Buddhist devotional practices</li> <li>• uses limited examples of mantras and mandalas in Buddhist devotional practices</li> </ul>
<b>0</b>	<b>0 marks</b>
	Response not creditworthy or not attempted.

SAMPLE

**b – World Religions – Hinduism**

Question	Answer	A01	A02	A03	Total Mark
6.	List the three aims which Hindus believe will lead to moksha.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• Dharma</li> <li>• Kama</li> <li>• Artha.</li> </ul>	3			3
Question	Answer	A01	A02	A03	Total Mark
7.	Describe practices of Shaiva bhakti.				
	<p><b>Indicative content:</b></p> <p><b>Award one mark for each basic description of how Shaiva Hindus might practise their devotion up to a maximum of six marks.</b></p> <p><b>A basic description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• Bhakti may take the form of puja as devotion to Shiva</li> <li>• Many Shaivas will have lingams on their home shrines</li> <li>• Outdoor shrines and temples may have lingams</li> <li>• When the lingam is washed, offerings are poured over it</li> <li>• Mantras (sound) may be chanted</li> <li>• Raja yoga may be practised</li> </ul> <p><b>Award two marks for each developed description of how Shaivas might practice bhakti, up to a maximum of six marks</b></p> <p><b>A developed description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• Items may be offered in puja to Shiva which represent the five senses – milk, water, yoghurt, honey, flowers, sandalwood, paste rice, incense</li> <li>• Bhakti in the form of puja as devotion to Shiva, involves the use of murtis such as pictures or bronze sculptures of Shiva as Nataraja (Lord of the Dance)</li> <li>• Many Shaivas will have lingams on their home shrines, as a representation of Lord Shiva, symbolising his creative and regenerative power</li> <li>• Many Shaivas will meditate or even withdraw from society to show their bhakti to Shiva and enable them to achieve moksha</li> </ul>	6			6

	<ul style="list-style-type: none"><li>• Devotees of Shiva who have become sadhus (holy men) will be recognised as they cover themselves in sacred ash and carry a trident to emulate Shiva.</li></ul> <p>Credit any other valid response.</p>				
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SAMPLE

Question	Answer
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8. Explain how beliefs about Nirguna Brahman and Saguna Brahman influence Hindus.

### Indicative Content

Answers could refer to the following:

- Different traditions within Hinduism view Brahman in two different ways which will influence them in the way they worship God
- Hindus who believe in Nirguna Brahman will not have any murtis of deities because God is believed to have no qualities or attributes and so cannot have a physical form
- Because Nirguna Brahman has no physical form Hindus may choose to represent God by the aum or om symbol (the first sound in the universe)
- Worshipping Nirguna Brahman is important for those Hindus who want to focus on Brahman's eternal qualities without the distractions of having different names for God.
- Hindus who believe in Saguna Brahman regard God as having qualities and attributes and will choose to worship God through any of the thousands of deities in Hinduism
- The stories about the deities representing Saguna Brahman may influence Hindus because they allow them to understand Brahman's true nature and teaches them how they should behave e.g. Rama's dharma in the Ramayana
- Belief in Saguna Brahman allows Hindus to worship God through images or statues (murtis), which makes God more personal and understandable

Credit any other valid response.

Band	A02
3	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• excellent application of knowledge and understanding of the influence of beliefs about Nirguna Brahman and Saguna Brahman for Hindus</li> <li>• comprehensively and effectively explains the influence of beliefs about Nirguna Brahman and Saguna Brahman for Hindus using detailed, relevant examples</li> </ul>
2	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• good application of knowledge and understanding of the influence of beliefs about Nirguna Brahman and Saguna Brahman for Hindus</li> <li>• comprehensively explains the influence of beliefs about Nirguna Brahman and Saguna Brahman for Hindus using relevant examples</li> </ul>
1	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• satisfactory application of knowledge and understanding of the influence of beliefs about Nirguna Brahman and Saguna Brahman for Hindus</li> <li>• adequately explains the influence of beliefs about Nirguna Brahman and Saguna Brahman for Hindus using some examples</li> </ul>
0	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question	Answer
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9.	Explain how Hindu identity may be expressed through the symbolic actions of pilgrimage.
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**Indicative Content**

Answers may refer to the following:

- Pilgrimages to any one of the many sites in India are important as they allow Hindus to show bhakti (devotion) to God through the traditional rituals of the pilgrimage sites and to experience darshan ('seeing')
- Taking part in pilgrimage rituals enables a sense of community amongst pilgrims as they gather to perform the rituals and experience a spiritual connection in a supportive environment
- A pilgrimage enables Hindus to meet, share their beliefs and take part in large scale acts of devotion.
- Hindus believe there is great spiritual benefit in going on a pilgrimage (yatra), especially if it is one that entails hardship as a sign of devotion.
- Bathing in or drinking the water of the sacred river Sarya in Ayodhya, unites Hindus in the belief that this this will cleanse them of their sins
- Hindus may show their collective identity during a pilgrimage to Ayodhya on Rama's birthday (Ram Navami) when they will take part in symbolic rituals as a part of the celebration e.g. rocking a cradle holding the murti of Rama, or taking part in the Ratha Yatra (chariot parade) while chanting Rama's name which is believed to bring spiritual enlightenment to all pilgrims
- Shaiva Hindus will demonstrate their identity through the many pilgrimage rituals at Varanasi (Kashi) which are believed to lead to liberation (moksha) e.g. worship to achieve darshan at any one of the 23,000 mandirs dedicated to Shiva, or circumambulation (pradakshina) around the Kashi Vishvanath Temple
- The symbolic actions of the Panchkroshi pilgrimage which involves walking to every one of the 150 most important temples of Varanasi, shows Hindu identity as pilgrims undertake the 5-day journey barefooted to achieve moksha
- During their pilgrimage to Varanasi, many Hindus express their identity through collectively taking part in ritual bathing in the River Ganges to wash away sins (papa), offer prayers to the rising sun or perform yoga on the ghats(steps) of the river
- A pilgrimage may serve to reassert cultural identity for Hindus as all those involved are on an important spiritual journey regardless of their gender, age, varna, or economic status, with all conducting the same rituals alongside each other.

Credit any other valid response.

Band	A02
<b>5</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent explanation that comprehensively and effectively explains how Hindu identity is expressed through the symbolic actions of pilgrimage</li> <li>• uses detailed, relevant examples of pilgrimage practices and rituals</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>• a good explanation that comprehensively explain how Hindu identity is expressed through the symbolic actions of pilgrimage</li> <li>• uses several relevant examples of pilgrimage practices and rituals</li> </ul>

<b>3</b>	<b>5-6 marks</b>
	<ul style="list-style-type: none"> <li>• a satisfactory explanation that adequately explains how Hindu identity is expressed through the symbolic actions of pilgrimage</li> <li>• uses some examples of pilgrimage practices and rituals</li> </ul>
<b>2</b>	<b>3-4 marks</b>
	<ul style="list-style-type: none"> <li>• a basic explanation that sufficiently explains how Hindu identity is expressed through the symbolic actions of pilgrimage</li> <li>• uses few examples of pilgrimage practices and rituals</li> </ul>
<b>1</b>	<b>1-2 marks</b>
	<ul style="list-style-type: none"> <li>• a limited explanation that loosely explains how Hindu identity is expressed through the symbolic actions of pilgrimage</li> <li>• uses limited examples of pilgrimage practices and rituals.</li> </ul>
<b>0</b>	<b>0 marks</b>
	Response not creditworthy or not attempted.

SAMPLE



c – World Religions – Islam

Question	Answer	A01	A02	A03	Total Mark
6.	List three ways Muslims make moral decisions.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• The Qur'an – Teachings from Allah</li> <li>• Teachings of Prophet Muhammad</li> <li>• Sharia law</li> <li>• Hadith</li> <li>• The conscience.</li> </ul>	3			3
Question	Answer	A01	A02	A03	Total Mark
7.	Describe how Muslims may follow dress customs.				
	<p><b>Indicative content:</b></p> <p><b>Award one mark for each basic description of how Muslims might follow dress customs, up to a maximum of six marks</b></p> <p><b>A basic description could include:</b></p> <ul style="list-style-type: none"> <li>• Muslim men and women may dress modestly</li> <li>• Muslim women may choose to wear the burkha</li> <li>• Muslim women may choose to wear the hijab</li> <li>• Muslim women may choose to wear the niqab</li> <li>• Muslim men may cover themselves between the naval and knee.</li> </ul> <p><b>Award two marks for each developed description of how Muslims might follow dress customs, up to a maximum of six marks</b></p> <p><b>A developed description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• Many Muslim women may choose to cover the main parts of their body, for example with a niqab or burkha, to show respect to themselves, others and Allah</li> <li>• The Qur'an teaches modesty but does not mention specific items of dress so Muslims may follow the dress customs of the country where they live. This may mean in a non-Islamic country, such as Wales, Muslim women may choose to wear a hijab</li> </ul>	6			6

<ul style="list-style-type: none"><li>• Islamic dress items are symbolic of Muslim identity so covering of the hair or face in Islam in public is seen as a symbol of pride in being a Muslim and following dress rules in Islam</li><li>• Some Muslims see the teachings from the Qur'an as subjective meaning they may choose not to wear items of dress that show Muslim identity and may decide to express their religion in a different way</li></ul> <p>Credit any other valid response.</p>				
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SAMPLE

Question	Answer
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8.	Explain how beliefs about prophethood may influence the life of a Muslim.
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**Indicative Content**

Answers could refer to the following:

- Muslims believe that prophets are messengers of Allah; important messages may include acceptance of one God, beliefs about the afterlife and teachings on how Muslims should live their lives
- Islam teaches that prophets are an important way of God communicating with humanity and as they were chosen by Allah, they are role models for Muslims to look up to and follow
- There are 25 named prophets in the Qur'an who are important figures in sharing messages from God or bringing holy books; Muslims believe they can look up to them to understand how they should live their lives
- The prophets were people chosen by God for their characteristics such as strength, honesty and trustworthiness; Muslims will hope to develop these characteristics and understand how they lived their lives in submission to Allah
- Adam is the first human and prophet chosen by Allah and given the role of khalifah (steward). Muslims will want to follow his example and look after Allah's creation
- Isa is mentioned many times in the Qur'an and was given the Gospel from God to share; Muslims look to him as essential to Islam as a figure whose mercy and compassion were commended
- Ibrahim is an important prophet to Muslims as he first understood the monotheistic nature of God which Muslims also believe through their acceptance of Tawhid
- Ibrahim shows Muslims how his faith was tested through being willing to sacrifice his son; an important event today remembered by Muslims through celebration of Id-ul-Adha each year
- Muhammad is the most important prophet and known as the 'Seal of the Prophets' as he is understood by Muslims to be the final prophet sent by Allah with the final revealed message of the Qur'an; Muslims look to their holy book in their daily lives, so they know how Allah wants them to live
- The importance and respect shown to prophets in Islam is reflected in the Muslim practice of reciting 'Peace be upon him' after they use the name of any prophet.

Credit any other valid response.

Band	A02
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• excellent application of knowledge and understanding of how beliefs about prophethood may influence the life of a Muslim</li> <li>• comprehensively and effectively explains how beliefs about prophethood may influence the life of a Muslim</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• good application of knowledge and understanding of how beliefs about prophethood may influence the life of a Muslim</li> <li>• comprehensively explains how beliefs about prophethood may influence the life of a Muslim</li> </ul>

<b>1</b>	<b>1-2 marks</b> <ul style="list-style-type: none"><li>• satisfactory application of knowledge and understanding of how beliefs about prophethood may influence the life of a Muslim</li><li>• adequately explains the importance of how beliefs about prophethood may influence the life of a Muslim</li></ul>
<b>0</b>	<b>0 marks</b> Response not creditworthy or not attempted.

SAMPLE

Question	Answer
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9.	Explain how completing pilgrimage demonstrates devotion to Allah in Islam.
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**Indicative Content**

Answers may refer to the following:

- Pilgrimage (Hajj) is the fifth pillar in Islam and is considered a duty for Muslims to complete and is seen as a fundamental act of worship. By undertaking this journey, Muslims demonstrate their devotion to fulfilling their religious obligations to Allah
- Pilgrimage (Hajj) is completed by Muslims at least once in their lifetime if they are physically and financially able. This commitment and devotion reflect their willingness to prioritise Allah and their faith over personal comfort and worldly concerns
- Pilgrimage is a difficult journey to complete and shows how a Muslim strives for Allah (completing greater jihad)
- Completing pilgrimage demonstrates devotion to Allah as certain rituals must be performed:
  - Muslims must enter a state of ihram (purity) symbolising equality and submission to Allah
  - Muslims collect stones to stone the pillars at Mina showing they reject the devil and commitment to resisting sin
  - Muslims ‘stand’ on Mount Arafat asking for forgiveness emphasises humility and the importance of seeking Allah’s mercy
  - Muslims may sacrifice an animal to give up personal resources in obedience to Allah
  - Muslims will shave their heads/cut off a lock of their hair which symbolises purification and starting anew in submission to Allah
- Completing pilgrimage takes commitment and devotion to Allah because:
  - Muslims may save up for a long time to be able to afford to go on pilgrimage highlighting their prioritisation of Allah over material wealth
  - There is a lot of walking on Hajj, so Muslims have significant time to reflect on their faith and the role and importance of Allah in their lives

Credit any other valid response.

Band	A02
<b>5</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent explanation that comprehensively and effectively explains how completing pilgrimage shows devotion to Allah in Islam</li> <li>• uses detailed, relevant examples of actions performed on pilgrimage that show devotion to Allah</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>• a good explanation that comprehensively explains how completing pilgrimage shows devotion to Allah in Islam</li> <li>• uses several relevant examples of actions performed on pilgrimage that show devotion to Allah</li> </ul>

<b>3</b>	<b>5-6 marks</b>
	<ul style="list-style-type: none"> <li>• a satisfactory explanation that adequately explains how completing pilgrimage shows devotion to Allah in Islam</li> <li>• uses some examples of actions performed on pilgrimage that show devotion to Allah</li> </ul>
<b>2</b>	<b>3-4 marks</b>
	<ul style="list-style-type: none"> <li>• a basic explanation that sufficiently explains how pilgrimage shows devotion to Allah in Islam</li> <li>• uses few examples of actions performed on pilgrimage that show devotion to Allah</li> </ul>
<b>1</b>	<b>1-2 marks</b>
	<ul style="list-style-type: none"> <li>• a limited explanation that loosely explains how pilgrimage shows devotion to Allah in Islam</li> <li>• uses limited examples of actions performed on pilgrimage that show devotion to Allah</li> </ul>
<b>0</b>	<b>0 marks</b>
	Response not creditworthy or not attempted.

d – World religions – Judaism

Question	Answer	AO1	AO2	AO3	Total Mark
6.	List three ways Jews make moral decisions.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• Obeying the Ten Commandments</li> <li>• Obeying the covenant</li> <li>• Use of conscience (matzpun)</li> <li>• Free will</li> <li>• Torah</li> <li>• Talmud</li> </ul>	3			3
Question	Answer	AO1	AO2	AO3	Total Mark
7.	Describe the significance of the Western Wall for Jews.				
	<p><b>Award one mark for each basic description of the significance of the Western Wall for Jews. Up to a maximum of six marks</b></p> <p><b>A basic description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• It is the holiest site in Judaism</li> <li>• The Western Wall is a sacred site that many Jews will visit</li> <li>• The Western Wall is a place of prayer for Jews</li> <li>• It is the last remaining wall of the Temple</li> <li>• The Western Wall reminds Jews of their history</li> <li>• Jews face east towards the Western Wall in a synagogue when praying</li> </ul> <p><b>Award two marks for each developed description of the significance of the Western Wall for Jews. Up to a maximum of six marks</b></p> <p><b>A developed description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• The Western Wall is a place where Jews can feel close to where the Temple once stood as it is the remaining wall of the Temple which was destroyed by the Romans</li> <li>• Many Jews write prayers on paper and place them inside the crevices of the wall as this is where some believe God's presence rests</li> <li>• The Western Wall is a symbol of the Jewish people who will never be destroyed because they are the chosen people of God</li> <li>• The aron hakodesh, in which the Torah scrolls are kept, in the synagogue, faces east towards the Western Wall.</li> </ul> <p>Credit any other valid responses</p>	6			6

Question	Answer
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8.	Explain the importance of sacred texts for Jews in their daily lives.
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**Indicative Content**

Answers could refer to the following:

**Torah**

- The Torah is important to Jewish life because it is the direct Word of God, given to Moses. Jews recite the Shema linking their daily lives to God’s commandments
- The Torah contains practical guidance that is relevant to Jews daily lives. This includes following the rules in the covenant, the 613 commandments, Ten Commandments and kosher food laws, which shape how Jews approach ethical and religious decisions
- The Torah guides Jews to build respectful relationships with other people – e.g. ‘You shall not murder. [Exodus 20 verse 13 – 15] which influences how Jews make moral choices
- The Torah provides Jews with direct laws from God, about how to lead their lives; such as ‘Remember the Sabbath day by keeping it holy’ [Exodus 20 verse 8] which reminds Jews to take time to rest and reflect on their connection to God, which can shape their weekly routine

**Tenakh**

- The Tenakh reminds Jews how to live their life and behave towards God influencing their behaviour and decisions in both religious and secular aspects of life
- The Tenakh is used during festival worship for guidance on how to celebrate and connect with their faith, making it a key part of communal worship and tradition
- The Nevi’im provides teachings on laws that impact Jews’ daily routines and obligations, such as how they conduct themselves ethically and religiously
- The Ketuvim helps Jews to understand the Covenant relationship with God helping them to develop a sense of trust and commitment in their faith

**Talmud**

- The Talmud helps Jews deepen their understanding and relationship with God by applying tradition and wisdom to contemporary challenges
- It is a duty to study the Talmud each day to understand important issues. Studying the Talmud is a practice known as Daf Yomi, offering new insights and reinforcing their connection to their faith
- The Talmud makes the Torah relevant to today’s society by providing practical explanations. For example, it clarifies what is considered “work” on the Sabbath, allowing Jews to observe this holy day meaningfully while managing the realities of modern life.

Credit any other valid response.



Band	A02
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• excellent application of knowledge and understanding of the importance of sacred texts for Jews, in their daily lives</li> <li>• comprehensively and effectively explains the importance of sacred texts for Jews, in their daily lives</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• good application of knowledge and understanding of the importance of sacred texts for Jews, in their daily lives</li> <li>• comprehensively explains the importance of the importance of sacred texts for Jews, in their daily lives</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• satisfactory application of knowledge and understanding of the importance of sacred texts for Jews, in their daily lives</li> <li>• adequately explains the importance of sacred texts for Jews, in their daily lives</li> </ul>
<b>0</b>	<p style="text-align: center;"><b>0 marks</b> Response not creditworthy or not attempted.</p>

Question	Answer
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9.	Explain how Jews show their identity through observing dress customs.
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**Indicative Content**

Answers may refer to the following:

**Tallit**

- Worn by Jewish men during morning prayer services, festivals and Shabbat, in accordance with the Torah. This visibly connects their identity to religious practice and reinforces their role as adherents to God's commandments
- It is a duty in the Torah for Jews to wear fringes/tzitzit in the corners of clothes – 'They shall make themselves tzitzit on the corners of their garments throughout their generations...and you will see it, and you will remember all the mitzvot of the Lord'. This visibly connects their identity to religious practice and reinforces their role as adherents to God's commandments. [Numbers 15:38-40]
- Tallit gadol (large prayer shawl) is worn across the back and draped over the arms. When its owner dies, it is sometimes wrapped around the body, it signifies lifelong faithfulness to Jewish identity
- Tallit katan (small) is worn under clothes, with tzitzit hanging down from the corners ensures Jews carry their religious identity into their daily lives, even in less formal settings
- In Orthodox congregations, only men wear a tallit. In Reform Judaism, many women wear a tallit showcasing diversity in how Jewish identity is expressed

**Tefillin**

- It is worn by Orthodox Jewish males at morning prayer each day, apart from on Shabbat and festivals, this practice marks their identity as people of faith who integrate worship into their daily routine.
- Jews are obeying the Shema when wearing tefillin – 'bind the word of God between your eyes and upon your arm' [Deuteronomy 6:8]  
It is made up of two leather boxes which are visible to people. One box is bound to the head (tefillah shel rosh), containing the first two paragraphs of the Shema and another box is placed on the upper arm (tefillah shel yad) which contains a single scroll of the same passages from the Shema and remind Jews to keep God in their heart and in their mind at all times

**Kippah**

- The kippah is worn at all times by many Jewish men and is visible to people, it serves as a visible marker of their religious identity and respect for God
- All Jewish men must cover their heads when they pray as a sign of awe and respect to God, aligning personal actions with communal expressions of faith
- Wearing the kippah also reminds Jews that they are in the presence of God, reinforcing Jewish beliefs about the relationship between humans and the divine
- Jewish women may cover their hair with a scarf or wear a wig. This practice reflects their identity as observant Jews and honours traditions surrounding family and community roles.

Credit any other valid response.

Band	A02
<b>5</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• an excellent explanation that comprehensively and effectively explains how Jews show their identity through dress</li> <li>• uses detailed, relevant examples of how Jews show their identity through dress</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>• a good explanation that comprehensively explains how Jews show their identity through dress</li> <li>• uses several relevant examples of how Jews show their identity through dress</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• a satisfactory explanation that adequately explains how Jews show their identity through dress</li> <li>• uses some examples of how Jews show their identity through dress</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• a basic explanation that sufficiently explains how Jews show their identity through dress</li> <li>• uses few examples of how Jews show their identity through dress</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• a limited explanation that loosely explains how Jews show their identity through dress</li> <li>• uses limited examples of how Jews show their identity through dress</li> </ul>
<b>0</b>	<p><b>0 marks</b> Response not creditworthy or not attempted.</p>

e – World Religions – Sikhism

Question	Answer	A01	A02	A03	Total Mark
6.	List <b>three</b> of the 5Ks worn by Sikhs.				
	<p>Award <b>one</b> mark for each correct answer up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• Kara / Steel Bracelet</li> <li>• Kanga / Comb</li> <li>• Kaccha (Kachera) / Cotton Underwear</li> <li>• Kirpan / Steel Sword/Dagger</li> <li>• Kesh / Uncut Hair</li> </ul>	3			3
Question	Answer	A01	A02	A03	Total Mark
7.	Describe features of the Sikh site of pilgrimage in Amritsar.				
	<p><b>Award one mark for each basic description of the features of Amritsar, up to a maximum of six marks</b>  <b>A basic description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• There is a Golden Temple at Amritsar</li> <li>• The Golden Temple is made of marble/covered in gold leaf</li> <li>• A pool of water surrounds the Golden Temple</li> <li>• The original Guru Granth Sahib is kept in the Golden Temple</li> <li>• There are steps leading down in the temple complex.</li> <li>• There is a free kitchen (langar)</li> </ul> <p><b>Award two marks for each developed description of the features of Amritsar, up to a maximum of six marks</b>  <b>A developed description could include one of the following:</b></p> <ul style="list-style-type: none"> <li>• The pool of water, known as amrit sarovar (Pool of Nectar), is where Sikhs can bath to cleanse themselves of their sins.</li> <li>• The four entrances are in each of the four compass directions and can be accessed via a causeway.</li> <li>• The Guru Granth Sahib is kept in a sanctum, the holiest of spaces within the Golden Temple.</li> <li>• The Akal Takht (seat of power) is a feature of the complex and is where the Guru Granth Sahib is kept at night.</li> </ul> <p>Credit any other valid responses</p>	6			6

Question	Answer
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8.	Explain Sikh beliefs about the connection between karma and morality.
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**Indicative Content**

Answers could refer to the following:

- Karma is the law of cause and effect.
- Sikhs believe that a person’s words and deeds lead to consequences for their next life.
- It is a major feature of the cycle of samsara - the cycle of life, death and rebirth

Good or positive karma comes from positive words and performing good actions. It can be accumulated through:

- accepting Waheguru’s love and grace
- good deeds/service such as kirat karna, vand chakna and naam japna
- by following the five virtues and being morally good
- acting unselfishly
- using positive or kind speech with others
- following the words, instructions or actions of the Gurus

The main impact of accumulating positive karma is that it may lead to mukti (liberation of the soul to become one with the Waheguru)

Bad or negative karma comes from using negative words and performing bad actions. It can be accumulated through:

- rejecting Waheguru’s love and grace
- being manmukh (man-centred).
- performing immoral actions (such as the five evils)
- acting selfishly
- using negative or harmful speech to others
- failing to follow the words, instructions or actions of the gurus

The accumulation of negative karma will cause your soul to move further away from mukti (liberation of the soul to become one with the Waheguru)

Credit any other valid response.

<b>Band</b>	<b>A02</b>
<b>3</b>	<p><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• excellent application of knowledge and understanding of Sikh beliefs about karma</li> <li>• comprehensively and effectively explains the Sikh beliefs about karma using detailed, relevant examples</li> </ul>
<b>2</b>	<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• good application of knowledge and understanding of the Sikh beliefs about karma</li> <li>• comprehensively explains Sikh beliefs about karma using relevant examples</li> </ul>
<b>1</b>	<p><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• satisfactory application of knowledge and understanding of Sikh beliefs about karma.</li> <li>• adequately explains Sikh beliefs about karma using some examples</li> </ul>
<b>0</b>	<p><b>0 marks</b> Response not creditworthy or not attempted.</p>

Question	Answer
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9.	Explain how by performing taan (physical service) and maan (mental service) Sikhs demonstrate their belief in sewa (selfless service).
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### Indicative Content

Answers may refer to the following:

- Sewa is the concept of selfless service to others. Performing actions for others without expecting a reward. It reminds Sikhs of the need to be God-centred and not self-centred. It also reminds them that God sees all humans as equal (Guru Granth Sahib 272:12-13)
- Sewa might be demonstrated through taan (physical service), using physical actions to help others:
  - preparing and cooking food for all those who attend the langar (free kitchen) at the gurdwara as an act of selfless service
  - serving food to everyone who comes to langar, no matter who they are, both Sikhs and non-Sikhs as an act of selfless service
  - offering prashad (sacred food) to member of both the sangat (the Sikh community) and guests who attend the Gurdwara as a sign of welcoming as an act of selfless service
  - volunteering at a home for the elderly by providing refreshments or offering to clean as an act of selfless service
  - setting up a soup kitchen to feed the homeless in your local area as an act of selfless service
  - hospital visiting, to talk to people recovering from illness and operations regardless of their beliefs as an act of selfless service
- Sewa might be put into action through maan (mental service). Using mental skills and talents to help others, such as:
  - teaching others to be able to read and understand the Guru Granth Sahib in Gurmukhi as an act of selfless service
  - becoming a tour guide for non-Sikhs to your local gurdwara and helping them to understand the beliefs and history of Sikhism, as an act of selfless service
  - visiting local schools and community groups to help them understand the beliefs and history of Sikhism, as an act of selfless service
  - teaching other Sikhs how to meditate on the name of God and becoming more God-like, as an act of selfless service
  - praying and asking God to consider another's welfare or for help with an issue causing others in the world harm as an act of selfless service.

Credit any other valid response.

Band	A02
<b>5</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>an excellent explanation that comprehensively and effectively explains how Sikhs demonstrate belief in sewa by performing taan and maan</li> <li>uses detailed, relevant examples to explain how Sikhs demonstrate belief in sewa by performing taan and maan</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>a good explanation that comprehensively explains how Sikhs demonstrate belief in sewa by performing taan and maan</li> <li>uses several relevant examples to explain how Sikhs demonstrate belief in sewa by performing taan and maan</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>a satisfactory explanation that adequately explains how Sikhs demonstrate belief in sewa by performing taan and maan</li> <li>uses some examples to explain how Sikhs demonstrate belief in sewa by performing taan and maan</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>a basic explanation that sufficiently explains how Sikhs demonstrate belief in sewa by performing taan and maan</li> <li>uses few examples to explain how Sikhs demonstrate belief in sewa by performing taan and maan</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>a limited explanation that loosely explains how Sikhs demonstrate belief in sewa by performing taan and maan</li> <li>uses limited examples to explain how Sikhs demonstrate belief in sewa by performing taan and maan</li> </ul>
<b>0</b>	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>



## Mapping of questions to specification content and assessment objectives: Unit 1

Question	Topic and section												Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	1.1		1.2a		1.3b			1.4b		1.8		1.9					
	1.1.1	1.2.1a	1.2.2a	1.3.1a	1.3.2a	1.3.3a	1.4.1a	1.4.2a	1.8.1	1.8.2	1.9.1	1.9.2					
	<b>a – Christianity and non-religious perspectives</b>																
1		x												3	3		
2							x							4	4		
3					x					x				8	4		4
4				x					x					10	5		5
5							x							10	5		5
<b>Total Marks</b>														<b>35</b>	<b>21</b>	<b>0</b>	<b>14</b>

Question	Topic and section												Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	1.1	1.2b		1.3b			1.4b		1.8		1.9						
	1.1.1	1.2.1b	1.2.2b	1.3.1b	1.3.2b	1.3.3b	1.4.1b	1.4.2b	1.8.1	1.8.2	1.9.1	1.9.2					
	<b>b – Catholic Christianity and non-religious perspectives</b>																
1		x												3	3		
2							x							4	4		
3					x					x				8	4		4
4				x					x					10	5		5
5							x							10	5		5
<b>Total marks</b>														<b>35</b>	<b>21</b>	<b>0</b>	<b>14</b>

Question	Topic and section						Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	a – World Religions – Buddhism										
	1.5a		1.6a			1.7a					
	1.5.1a	1.5.2a	1.6.1a	1.6.2a	1.6.3a	1.7.1a					1.7.2a
6						x	3	3			
7						x	6	6			
8	x						6		6		
9						x	10		10		
<b>Total marks</b>							<b>25</b>	<b>9</b>	<b>16</b>	<b>0</b>	

Question	Topic and section						Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	b – World Religions – Hinduism										
	1.5b		1.6b			1.7b					
	1.5.1b	1.5.2b	1.6.1b	1.6.2b	1.6.3b	1.7.1b					1.7.2b
6			x				3	3			
7						x	6	6			
8	x						6		6		
9						x	10		10		
<b>Total marks</b>							<b>25</b>	<b>9</b>	<b>16</b>	<b>0</b>	

Question	Topic and section						Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	c – World Religions – Islam										
	1.5c		1.6c			1.7c					
	1.5.1c	1.5.2c	1.6.1c	1.6.2c	1.6.3c	1.7.1c					1.7.2c
6						x	3	3			
7						x	6	6			
8	x						6		6		
9						x	10		10		
<b>Total marks</b>							<b>25</b>	<b>9</b>	<b>16</b>	<b>0</b>	

Question	Topic and section						Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	d – World Religions – Judaism										
	1.5d		1.6d			1.7d					
	1.5.1d	1.5.2d	1.6.1d	1.6.2d	1.6.3d	1.7.1d					1.7.2d
6						x	3	3			
7						x	6	6			
8	x						6		6		
9						x	10		10		
<b>Total marks</b>							<b>25</b>	<b>9</b>	<b>16</b>	<b>0</b>	

Question	Topic and section						Total Marks	AO1 Marks	AO2 Marks	AO3 Marks	
	e – World Religions – Sikhism										
	1.5e		1.6e			1.7e					
	1.5.1e	1.5.2e	1.6.1e	1.6.2e	1.6.3e	1.7.1e					1.7.2e
6						x	3	3			
7						x	6	6			
8							6		6		
9		x					10		10		
<b>Total marks</b>							<b>25</b>	<b>9</b>	<b>16</b>	<b>0</b>	

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