

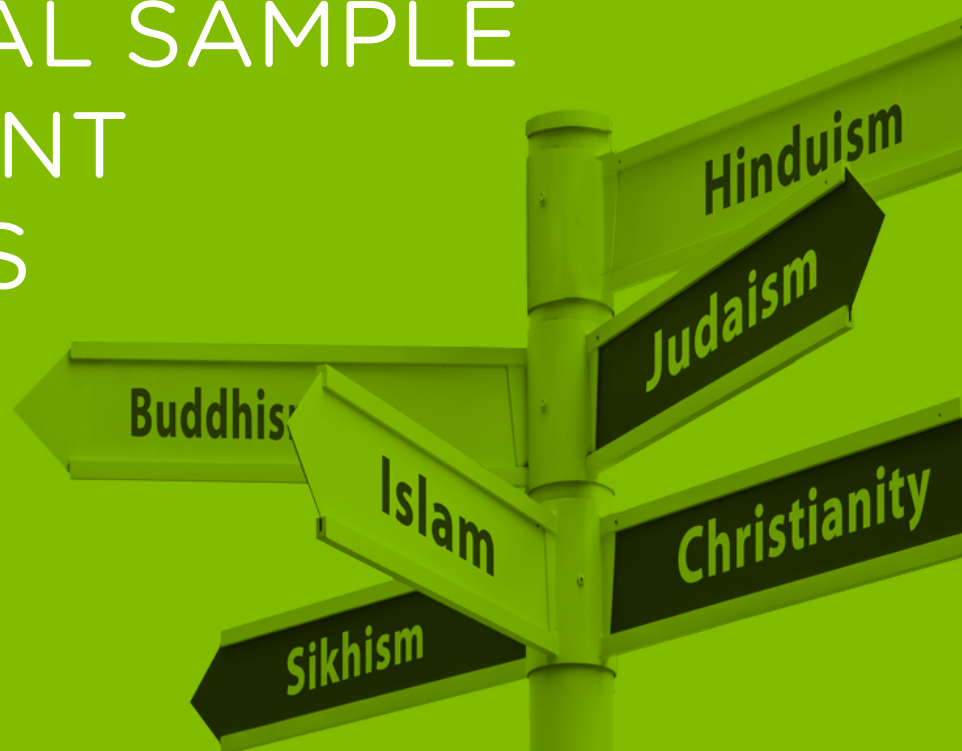
GCSE

WJEC Eduqas GCSE in RELIGIOUS STUDIES ROUTE B

ACCREDITED BY OFQUAL

ADDITIONAL SAMPLE ASSESSMENT MATERIALS

Teaching from 2016



COMPONENT 1: (Route B)		
Foundational Catholic Theology		
Question paper		3
Mark scheme		8
COMPONENT 2: (Route B)		
Applied Catholic Theology		
Question paper		15
Mark scheme		19
COMPONENT 3: (Route B)		
Judaism		
Question paper		24
Mark scheme		26

Candidate Name	Centre Number					Candidate Number				
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**GCSE****RELIGIOUS STUDIES****COMPONENT 1****FOUNDATIONAL CATHOLIC THEOLOGY****ADDITIONAL SAMPLE ASSESSMENT
MATERIALS****1 hour 30 minutes****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 at the top of this page.
Answer **all** questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

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

Your ability to spell, punctuate and use correct grammar and specialist terminology is assessed in question 1(d).

You are expected to refer to sources of wisdom and authority (including religious texts, where relevant) in your responses to questions 1(c)(i), 1(c)(ii) and 2(c).

Answer all questions.

1. Origins and Meaning

- (a) What do Catholics mean by 'revelation'? [2]

[illegible]

- (c) Explain views on the literary form of Genesis **from either** Catholic Christianity **and** Judaism **or two** Christian traditions. [8]

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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- (d) 'The world is ours to do what we like with.' [15]

Discuss this statement.
Show that you have considered more than one point of view.
Refer to religious beliefs and teachings in your answer.
Refer to non-religious beliefs, such as those held by Atheists and Humanists, in your answer.

Marks for spelling, punctuation and the accurate use of grammar and specialist terminology are allocated to this question. [6]

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COMPONENT 1

MARK SCHEME

General Marking Instructions for Examiners

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

1. Positive marking

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

2. Banded mark schemes

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

3. Two-mark questions

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

Using the banded mark scheme

Stage 1 – Deciding on the band

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

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

Stage 2 – Deciding on the mark

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

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

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

Assessment Objectives

The questions test the candidate's ability to:

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

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

Please note: the mark scheme is not a checklist. Other valid points must be credited.

‘a’ questions

For all (a) questions, credit 1 mark for a very simple definition or example and 2 marks for a developed definition with or without an example.

- (a) **What do Catholics mean by ‘revelation’? AO1 [2]**
Component 1, 2026

The word used to describe all of the ways in which God makes himself known to human beings. Christians believe that God does this finally and fully in the person of Jesus Christ.

Likely answers and marks:

0	1	2
Repenting sin	Examples: Jesus, Bible,	The ways God shows himself to us
Redeemed from sin		The way God reveals himself to us
		The way God makes himself known

‘c’ questions

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies. Uses sources of wisdom and authority extensively, accurately and appropriately.	7 – 8
3	A very good, detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies. Uses sources of wisdom and authority accurately and appropriately.	5 – 6
2	A good, generally accurate explanation showing some knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies. Uses sources of wisdom and authority generally accurately.	3 – 4

1	A limited and/or poorly organised explanation showing limited knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies. Uses sources of wisdom and authority in a limited way.	1 - 2
0	No relevant information provided.	0

- (c) **Explain views on the literary form of Genesis from either Catholic Christianity and Judaism or two Christian traditions.** **AO1 [8]**
Component 1, 2026

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

If only **one** religion or religious tradition is referred to, a maximum mark of 5 may be given.

Catholicism:

- The Bible is the Word of God and is a record of God's revelation to human beings.
- It was written by real human authors who were inspired by the Holy Spirit.
- It needs to be interpreted and understood in the context in which it was written.
- It contains many different literary forms, and these affect the meaning of the text.
- For example, the Creation account in Genesis is best understood as poetic or liturgical literary form that expresses truths about human beings and God.
- Parts of the Bible are not understood as literal, scientific or historical accounts, such as Genesis being an account of the beginning of the universe.

Other Christian traditions:

- Some Christians would share the Catholic beliefs about the Bible.
- For other Christians, the Bible is the literal Word of God and contains all truth.
- They believe the author of the Bible is ultimately God and therefore the context of the writers is not relevant to understanding what God is communicating.
- Some believe that every word in the Bible is literally true.
- They would therefore read the Creation accounts in Genesis as literal, scientific or historical descriptions of the beginnings of the universe.
- Some Christians believe the Bible should be interpreted in a metaphorical or symbolic way.

Judaism:

- Some Jews believe that the first five books of the Bible, the Torah, were given by God to Moses.
- Many Jews would consider the Torah is the most important part of the Bible.
- Some Jews believe the Bible should not be interpreted but it must be read literally, for example, the Creation accounts in Genesis are seen as literal, scientific or historical accounts of the beginning of the universe.
- Some Jews believe that the teachings of the Bible should be interpreted in the light of contemporary situations.

‘d’ questions with marks for SPaG

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

Band	Performance descriptions
<i>High performance</i> 5–6 marks	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.
<i>Intermediate performance</i> 3–4 marks	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
<i>Threshold performance</i> 1–2 marks	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
0	• The learner writes nothing. • The learner’s response does not relate to the question. • The learner’s achievement in SPaG does not reach the threshold performance band, for example errors in spelling, punctuation and grammar severely hinder meaning.

‘d’ questions that must include non-religious views

Band	Band Descriptor	Mark Total
5	An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent analysis and evaluation of the significance and influence of religion and belief in relation to the issue. An excellent, highly detailed consideration of non-religious beliefs, such as those held by Humanists and Atheists.	13 – 15
4	A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good analysis and evaluation of the significance and influence of religion and belief in relation to the issue. A very good, detailed consideration of non-religious beliefs, such as those held by Humanists and Atheists.	10 – 12
3	A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good analysis and evaluation of the significance and influence of religion and belief in relation to the issue. A good, reasonably detailed consideration of non-religious beliefs, such as those held by Humanists and Atheists.	7 – 9
2	Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. Limited analysis and evaluation of the significance and influence of religion and belief in relation to the issue. A limited consideration of non-religious beliefs, such as those held by Humanists and Atheists.	4 – 6
1	A poor, basic statement of a point of view and a very limited attempt, or no attempt to formulate judgements or offer alternative or different viewpoints. Little attempt or no attempt made to show the significance and influence of religion and belief in relation to the issue. A very basic consideration or no consideration of non-religious beliefs, such as those held by Humanists and Atheists.	1 – 3
0	No relevant point of view stated.	0

- (d) 'The world is ours to do what we like with.' AO2 [15]
Component 1 SAMs

Discuss this statement.

Show that you have considered more than one point of view.

Refer to religious beliefs and teachings in your answer.

Refer to non-religious beliefs, such as those held by Atheists and Humanists, in your answer.

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

[6]

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

- The world is a gift from God that should be cherished because God created the world and saw that it was good.
- The world should be protected for future generations; it is our responsibility as humans because Catholics believe humans are stewards of creation.
- The end of the world is coming soon anyway so we don't need to worry about the environment.
- God won't let the world be destroyed; he will intervene because Catholics believe God is ultimately in control of creation.
- Increased environmental challenges will lead to greater injustice and poverty because the poorest people are often affected most by environmental damage.
- God gave us dominion over the earth so we can do what we like because some Christians interpret dominion as giving humans authority over nature.
- We are the most intelligent creatures on the planet, so we should know best because humans have the ability to manage and use the earth's resources.
- Catholics would argue that dominion means stewardship, not exploitation.
- A Humanist would say that we should cherish the planet as our home; we have social responsibility not linked to God or religion because everyone depends on the environment for survival.
- Non-religious people may say we humans have a social responsibility to protect the environment because pollution and climate change affect everyone's quality of life.
- Non-religious people may say that there is no evidence that a god will save the planet, so humans must solve environmental problems themselves.
- Future generations have a right to a healthy environment, so people today should act sustainably.

Candidate Name	Centre Number					Candidate Number				
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GCSE
RELIGIOUS STUDIES
COMPONENT 2
APPLIED CATHOLIC THEOLOGY
ADDITIONAL SAMPLE ASSESSMENT
MATERIALS
1 hour 30 minutes



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 at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

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

Your ability to spell, punctuate and use correct grammar and specialist terminology is assessed in question 1(d)(i).

You are expected to refer to sources of wisdom and authority (including religious texts, where relevant) in your responses to questions 1(c) and 2(c)(i) and 2(c)(ii).

Answer all questions.

1. Life and Death

- (d) (ii) 'Prayers are too personal to just be read from a prayer book.' [15]

Discuss this statement.

Show that you have considered more than one point of view.

Refer to religious beliefs and teachings in your answer.

[illegible]

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Sin and Forgiveness

(b) Describe how the altar and font represent Catholic beliefs about salvation.

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COMPONENT 2

MARK SCHEME

General Marking Instructions for Examiners

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

1. Positive marking

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

2. Banded mark schemes

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

3. Two-mark questions

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

Using the banded mark scheme

Stage 1 – Deciding on the band

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

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

Stage 2 – Deciding on the mark

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

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

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

Assessment Objectives

The questions test the candidate's ability to:

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

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

‘d’ questions

Band	Band Descriptor	Mark Total
5	An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent analysis and evaluation of the significance and influence of religion and belief in relation to the issue.	13 – 15
4	A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good analysis and evaluation of the significance and influence of religion and belief in relation to the issue.	10 – 12
3	A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good analysis and evaluation of the significance and influence of religion and belief in relation to the issue.	7 – 9
2	Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. Limited analysis and evaluation of the significance and influence of religion and belief in relation to the issue.	4 – 6
1	A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little attempt or no attempt made to show the significance and influence of religion and belief in relation to the issue.	1 – 3
0	No relevant point of view stated.	0

1. (d) **'Prayers are too personal to just be read from a prayer book.'** AO2 [15]
Component 2, SAMs

Discuss this statement.

Show that you have considered more than one point of view.

Refer to religious beliefs and teachings in your answer.

Refer to the relevant band descriptors in these marking guidelines.

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

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

'b' questions

Band	Band Descriptor	Mark Total
3	An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. Excellent understanding of how belief influences individuals, communities and societies.	4 – 5
2	A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.	2 – 3
1	A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.	1
0	No relevant information provided.	0

2. (b) **Describe how the altar and font represent Catholic beliefs about salvation. AO1** [5]
Component 2, SAMs

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

- On the altar, candidates may refer to:
- It is the place where Jesus' words and actions from the Last Supper, the meal of the new covenant, are repeated.
- An altar is a place of sacrifice. The altar links to Calvary where Jesus died.
- The death of Jesus is regarded as part of his salvific acts in showing that out of suffering and death, hope and eternal life emerge.

- On the font, candidates may refer to:
- Baptism as a symbol of membership of Christ's Body.
- Baptism as a symbol of God's love for all creation.
- Baptism as a symbol of Christ's triumph over evil and suffering, which all people participate in.

Candidate Name	Centre Number					Candidate Number				
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**GCSE****RELIGIOUS STUDIES**
ROUTE A COMPONENT 3 OPTION 4
ROUTE B COMPONENT 3
JUDAISM
ADDITIONAL SAMPLE ASSESSMENT
MATERIALS
1 hour**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 at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

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

You are expected to refer to sources of wisdom and authority (including religious texts, where relevant) in your responses to questions 1(c) and 2(c).

COMPONENT 3

MARK SCHEME

General Marking Instructions for Examiners

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

1. Positive marking

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

2. Banded mark schemes

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Using the banded mark scheme

Stage 1 – Deciding on the band

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

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Stage 2 – Deciding on the mark

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

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

Assessment Objectives

The questions test the candidate's ability to:

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

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

‘c’ questions

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

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

Component 3, SAMs

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

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