

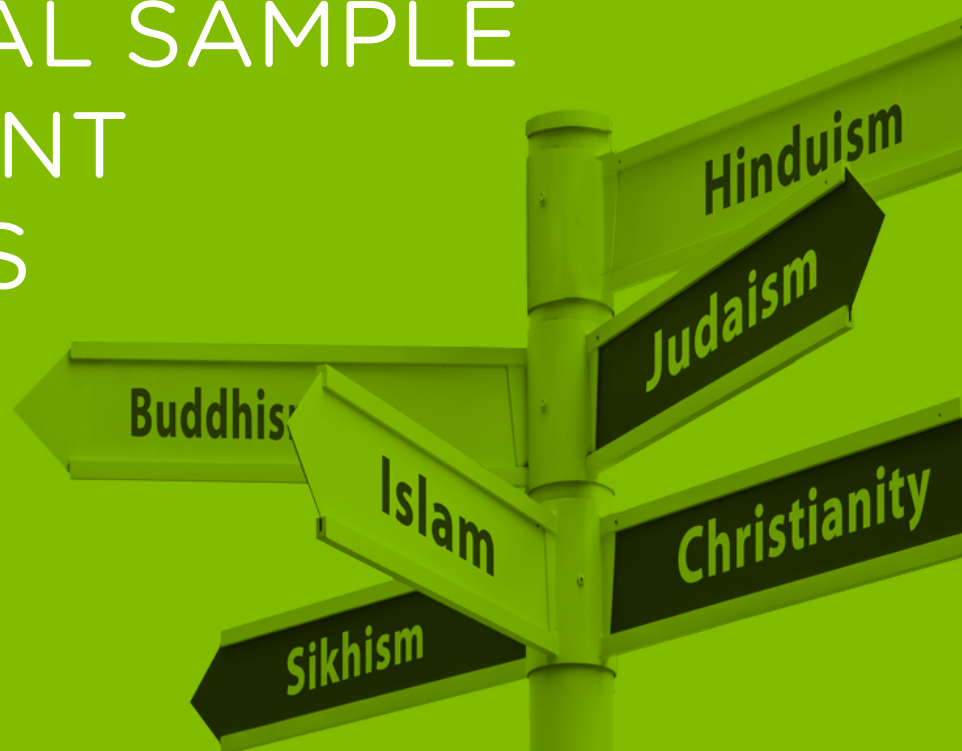
GCSE

WJEC Eduqas GCSE in
RELIGIOUS STUDIES
ROUTE A

ACCREDITED BY OFQUAL

**ADDITIONAL SAMPLE
ASSESSMENT
MATERIALS**

Teaching from 2016



Contents

	Page
COMPONENT 1 (Route A): Religious, Philosophical and Ethical Studies in the Modern World	
Question paper	2
Mark scheme	8
COMPONENT 2: (Route A) Study of Christianity	
Question paper	19
Mark scheme	22
COMPONENT 3: (Route A) Study of a World Faith	
Option 1: Buddhism	
Question paper	26
Mark scheme	28
Option 3: Islam	
Question paper	31
Mark scheme	34

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****RELIGIOUS STUDIES****COMPONENT 1****RELIGIOUS, PHILOSOPHICAL AND
ETHICAL STUDIES IN THE MODERN
WORLD****ADDITIONAL SAMPLE ASSESSMENT
MATERIALS****2 hours****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 accurate 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), 2(c), 3(c) and 4(c).

1. Issues of Relationships

- (c) Explain attitudes to same sex relationships **from two** religions **or two** religious traditions.

[8]

[illegible]

- (d) 'Sex outside marriage is always wrong.'

Discuss this statement.

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

Refer to religious beliefs and teachings in your answer. [15]

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

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[illegible]

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.

‘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

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

1. Issues of Relationships

- (c) **Explain attitudes to same sex relationships from two religions or two religious traditions.** **AO1 [8]**

Component 1, question from original SAMs, adapted for new wording

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.

General

- Differing views from denominations and individuals which often results from interpretations of scriptures and cultural/ethnic background.

Christianity

- Although there are no direct teachings, references may be made to interpretations of Genesis 19:4-11, Leviticus 18:22, Leviticus 20:13, I Corinthians 6:8-10, and Jude 1:7.
- Belief that marriage between a man and woman is ordained by God.
- Reference to the importance of creating and rearing children which same-sex relationships may prohibit (e.g. some members of Church of the Latter-day Saints).
- Same-sex relationships are considered contrary to 'natural law'. The teaching in Catholicism (re-affirmed by Pope Francis) distinguishes between the orientation and the homosexual act ('hate the 'sin', love the 'sinner').
- Seen as a crime and even punishable by death in some Christian countries.
- References to the impact of contemporary actions e.g. since 2012 British law allows churches to conduct same sex partnerships. These have been embraced by some denominations but not by others e.g. Orthodox Church, conservative/evangelical Anglicanism, whilst Canon Law prevents Roman Catholic acceptance.
- The 2014 Synod of Bishops was the first to examine the issue of pastoral care for people in same-sex civil unions and marriages.
- The views of some Christian groups (liberal Anglican and Society of Friends) that same sex relationships are accepted within a loving relationship.

Buddhism

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

Hinduism

- Many different authorities in Hinduism presenting a wide range of views and opinions.
- Homosexuality has long been accommodated in Hindu society though with discretion and little public debate. The term, 'third gender' was used.
- Men and women are believed to have a religious duty to be married and produce children so heterosexual relationships are generally regarded as the norm.
- Some refer to reincarnation that everyone passes through various forms, genders and species in a series of lives. We should not judge each other by the material body but view everyone equally on a spiritual plane, and be compassionate as God is.
- The Hindu Council UK has published information explaining that religious organisations in the UK are free to decide whether to conduct same-sex marriages and cannot be compelled to do so.

Islam

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

Judaism

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

Sikhism

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

‘d’ 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

‘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) **‘Sex outside marriage is always wrong.’****AO2 [15 + 6]**

Discuss this statement.

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

Refer to religious beliefs and teachings in your answer.

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

Component 1, 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.

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

‘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) **'It is a woman's right to choose abortion.'**

AO2 [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.

Component 1, 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.

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

Candidate Name	Centre Number					Candidate Number				
						0				



GCSE

RELIGIOUS STUDIES

COMPONENT 2

CHRISTIANITY

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.

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) and 2(c).

Answer **all** questions.

1. Beliefs and Teachings

(c) Explain why Christians believe Heaven is important. [8]

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2. Practices

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

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COMPONENT 2

MARK SCHEME

General Marking Instructions for Examiners

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

1. Positive marking

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

2. Banded mark schemes

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

3. Two-mark questions

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

Using the banded mark scheme

Stage 1 – Deciding on the band

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

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

Stage 2 – Deciding on the mark

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

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

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

Assessment Objectives

The questions test the candidate's ability to:

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

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

Component 2**‘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 Christians believe Heaven is important.
Component 2, Christianity, SAMs

AO1 [8]

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

- Christians believe heaven is to be in the presence of God.
- Christians believe that heaven will be a paradise.
- Christians believe heaven is a reward for a life of faith and good works.
- There is a diversity of viewpoints about heaven within different Christian traditions.
- Reference to Biblical texts, such as Luke 23:43, John 14:2-3, Matthew 6:20.

‘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

(b) **Describe how Tearfund helps those in need.** **AO1 [5]**
 Component 2, Christianity, 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.

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

Candidate Name	Centre Number					Candidate Number				
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**GCSE****RELIGIOUS STUDIES****COMPONENT 3 OPTION 1****BUDDHISM****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).

Answer all questions.

1. Beliefs and Teachings

- (a) What do Buddhists mean by 'anicca'? [2]

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COMPONENT 3 OPTION 1

MARK SCHEME

General Marking Instructions for Examiners

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

1. Positive marking

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

2. Banded mark schemes

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

3. Two-mark questions

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

Using the banded mark scheme

Stage 1 – Deciding on the band

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

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

Stage 2 – Deciding on the mark

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

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

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

Assessment Objectives

The questions test the candidate's ability to:

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

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

1. Beliefs and Teachings**‘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 Buddhists mean by ‘anicca’? AO1 [2]

Component 3, Buddhism, 2026

The impermanent nature of all things.

Likely answers and marks:

0	1	2
impermanent self	one of the three lakshanas	nothing is permanent
anatta	an example of anicca (such as flowers)	everything changes
reference to Nagasena and the Chariot		constant change
		everything is subject to decay
		nothing lasts forever

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****RELIGIOUS STUDIES****COMPONENT 3 OPTION 3****ISLAM****ADDITIONAL SAMPLE ASSESSMENT
MATERIALS****1 hour****INSTRUCTIONS TO CANDIDATES**

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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).

Answer all questions.

- (d) 'Belief in Allah is the most important Muslim belief.'

Discuss this statement.

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

Refer to religious beliefs and teachings in your answer.

[15]

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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COMPONENT 3 OPTION 3**MARK SCHEME****General Marking Instructions for Examiners**

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

1. Positive marking

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

2. Banded mark schemes

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

3. Two-mark questions

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

Using the banded mark scheme**Stage 1 – Deciding on the band**

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

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

Stage 2 – Deciding on the mark

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

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

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

Assessment Objectives

The questions test the candidate's ability to:

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

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

‘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

(d) ‘Belief in Allah is the most important Muslim belief.’

Discuss this statement.

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

Refer to religious beliefs and teachings in your answer.

AO2 [15]

Component 3 Islam, 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.

- Belief in Allah is the most important religious belief because Allah is the centre of Islam and all other beliefs and practices are based on belief in Him.
- Belief in an afterlife is the most important belief because it influences how Muslims live their lives and encourages them to follow Allah's teachings in order to gain Paradise.
- Without belief in Allah no other religious beliefs make sense because Muslims believe Allah created angels, revealed holy books, sent prophets and will judge humanity on the Day of Judgement.
- Belief in Allah is the first Article of Faith and the doctrine of *Tawhid* (the oneness of Allah) is the foundation of Islamic belief.
- Belief in Allah is the most important belief because Muslims state this belief in the Shahadah, the declaration of faith, which is the first of the Five Pillars and the statement that makes someone a Muslim.
- Many people have beliefs about the afterlife without belief in Allah, showing that belief in life after death is not unique to Islam, whereas belief in Allah is at the heart of Muslim identity.
- Many people believe that good deeds and social action (Zakat, for example) are more important than belief in Allah because faith should be shown through actions and helping others can have a direct positive impact on individuals and communities.
- However, Muslims would argue that good deeds only have religious value when they are done in obedience to Allah, so belief in Allah remains the foundation for all other aspects of Islamic life.