



GCSE

Religious Studies B

Unit 5 / 40555 Religious Expression in Society
Mark scheme

4055
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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to students, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, eg L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases eg between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

In order to apply Spelling, Punctuation and Grammar (SPaG) examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the six mark AO2 questions. Very brief answers are unlikely to be awarded beyond threshold performance.

Spelling, punctuation and grammar will be assessed in the six mark AO2 questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The best of these marks will be included in the total for the paper. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

1 Religion and Art**01 Icons bring religious believers closer to God.****What do you think? Explain your opinion.****Target: Evaluation of whether it is possible for icons to bring religious believers closer to God**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

They are created through prayer or meditation so have that special link to God / used in intercessory prayer by the Orthodox / many believers have been cured after praying to an icon, so clearly God is linked / icons are windows into heaven therefore believers can look through them to the presence / person of God / images enhance belief and understanding / focal point of worship / made for devotional purposes / link to revelation, etc.

They are just paintings / God does not exist / believers can connect to God through anything / better to connect to God directly than to have to use a link, etc.

Two-sided answers are creditable, but not required.

[3 marks] AO2

02 Explain the symbolism in one religious icon you have studied.

Target: Knowledge of the symbolism in one religious icon

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Students will use their own chosen example in answering this.

For example, Owens icon shows Mary holding Jesus who is a child, so viewers are shown the key people in the religion. She looks young, showing that having the Son of God blessed her, and has a veil/scarf over her hair to show piety. She does not directly look at Jesus, even though she is holding him, because he is divine. Jesus is holding a lily in front of them both, which signifies his death. There is a dove in the top corner of the icon to show Jesus brings peace. The colours used are red, blue and gold. The red shows Jesus suffered greatly, the blue his divinity, the gold his power and leadership.

Accept references to Buddhist thangkas, as these are Buddhist iconography.

[3 marks] AO1

03 Explain briefly, using one religious example, what is meant by the term calligraphy.

Target: Knowledge and understanding of the term calligraphy

Calligraphy is stylised writing; illuminated manuscripts.

Examples include – specific examples such as, Book of Kells, Lindisfarne Gospels, Book of Hours.

General examples – Torah scrolls, Qur’anic text, sacred chants written out, calligraphy about Allah.

Award one mark for a correct definition.

Award a further mark for a correct example.

[2 marks] AO1

04 Explain why some religious believers create works of religious art.

Target: Knowledge and understanding of why some religious believers create works of religious art

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

They are gifted artists or sculptors, so this is their natural expression / they are paid or commissioned to do this / they have received a revelation telling them to do this / they have received a revelation which inspires them to make / they have read or seen something which inspires them to make / they want to show their devotion / act of worship / encourage others to worship or join the faith / in order to get closer to God / to receive good karma or merit from God / spiritual reward or enhancement / to aid worship / hobby or pastime, etc.

[4 marks] AO1

05 ‘Only religious people can understand religious art.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not only religious people can understand religious art

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

The symbolism is understood only by those in the know / the detail of any ideas requires prior knowledge to either recognise it or understand it / many non-religious people have no idea of the real meaning of art / some art is very complicated, and its meanings hidden, so that only some people would understand / students may make a personal statement referring to not understanding art, etc.

Other Views

Lots of religious art has easy symbolism; anyone brought up in a Christian country (for example) recognises the symbolism of Jesus and the cross / people study art without being religious, so they must understand it / personal statement for understanding some art / only the original artist understands their art properly and fully / actually anyone can interpret something from art, so they can understand something / actually only people from a specific religion understand their own religion's art, etc.

[6 marks] AO2**05 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

2 Religion and Architecture

06 Explain briefly, using one religious example, what is meant by the term edifice.

Target: Knowledge and understanding of ‘edifice’

Award one mark for a definition.

Award an additional mark for any relevant religious example of an edifice.

An edifice is a magnificent / significant building.

Examples include any cathedral (Sagrada Familia, St Paul’s, Canterbury, etc.), mosques such as the Blue Mosque of Istanbul, temples such as the Potala Palace etc. Credit any appropriate example.

[2 marks] AO1

07 ‘Edifices are the best places for worship.’

What do you think? Explain your opinion.

Target: Evaluation of whether edifices are the best places for worship

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

They are as magnificent as the faith / places of worship are too plain, so do not give enough respect / they should stand out / they are for the glory of God / should reflect the importance of the faith / should demonstrate the love and devotion they inspire very clearly / are a representation of the faith and God / need to impress non-believers / they act as a showpiece for the religion, etc.

The important thing is what goes on inside, not what they look like / edifices are expensive, so money should be spent on things such as spreading the religious message or the poor, not on fancy buildings / some religious leaders, including Jesus, spoke against being ostentatious when worshipping / worship should be kept private and low-key to focus on God, and so should the building / holy books tell believers that God accepts their prayers anywhere / impossible to worship if this is the case – too few edifices, ‘illegal’ religions which do not have edifices, etc.

Two-sided answers are creditable, but not required.

[3 marks] AO2

08 Explain the religious message(s) in one statue you have studied.

Target: Knowledge and understanding of the religious message in one statue studied

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Students will decide the statue they wish to write about, but it is not necessary to name it. They should explain the messages(s) from a specific statue they have studied. Credit any material which is relevant.

For example, Christ the Redeemer in Rio is a white marble statue overlooking Rio. The white of the statue symbolises the purity of Jesus. He stands head tilted forward looking over the city, which shows he is watching over the people, protecting them. His arms are out wide as if he is welcoming everyone to Christianity, but also to make the shape of the cross. This reminds Christians that Jesus died for them so they could enter heaven.

[4 marks] AO1

09 Explain why some religious believers might think that some statues are blasphemous.

Target: Knowledge and understanding of why some religious believers might think that some statues are blasphemous

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Some might be poking fun or mocking God / shows disrespect to God / the religion might believe that all statues of God are blasphemous, so forbidden (Islam) / criticises the religion / makes fun of God / treats important people in the faith with insufficient respect, eg Prophet Muhammad / some people have a very narrow interpretation of art, so they see a statue as blasphemous / people might worship the statue rather than God or place more emphasis on statues of human beings like prophets or saints raising them above God / they are not well-made, causing derision / 2nd Commandment – do not make idols, etc.

[3 marks] AO1

10 ‘Religious believers should not waste money on gravestones.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not religious believers should waste money on gravestones

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

The dead can't appreciate them / better to give to charity, where the money actually helps (fitting religious teaching) / many graves are just forgotten and left, so the stone has no use / gravestones encourage people not to move on / many graves and stones are untended, proving they are wasted money / Islam forbids anything other than very plain markers, etc.

Other Views

It is up to each person how they spend their money / the value of something is determined by the buyer, so if someone decides to buy a gravestone, it isn't a waste of money / gravestones are a mark of respect / gravestones are a marker of someone's life / no rules against spending money this way / tradition / helps people come to terms with the loss of someone / gravestones provide a historical record / some gravestones have inspirational quotations that can make visitors think more deeply about life and death, etc.

[6 marks] AO2**10 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

3 Religion and Literature

11 Explain why religious poetry is important to some believers.

Target: Knowledge and understanding of why religious poetry is important to some believers

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks

Students may include some of the following points:

Its creation shows devotion / forms part of meditation / appeals to the imagination / their skill is in writing poetry, so they can show their devotion this way / it helps them understand their faith / emotional connection to the poem / it is the way they earn their money by writing it / it teaches others the faith / it is easier to read and understand than holy books / expresses their feelings about religion better than other forms / link to personal experience, etc.

[3 marks] AO1

12 Explain briefly, using one religious example, what is meant by the term devotion.

Target: Knowledge and understanding what is meant by the term devotion

Devotion is the giving of time and energy to a cause.
Examples include worshipping every day, creating something for God / religion; doing regular voluntary work, i.e. devotional action etc.

Does not have to be literature based.

Award one mark for a simple definition.
Award a further mark for an explanation or example.

[2 marks] AO1

13 Explain how religious believers might use literature in worship.

Target: Knowledge and understanding of how religious believers might use literature in worship

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

They read the text as a way to get the actual message of the religion over / the words of holy books are contained within hymns and prayers which are said or sung, including as a direct extraction of text, eg Psalms / the holy book gives the basis for speeches and sermons / the holy book or other literature might give the process of an act of worship, so they are following its guidance in that respect / private study / seek reflection / connect to God via God's words, etc.

[4 marks] AO1

14 Religious literature reveals what God is like.**What do you think? Explain your opinion.****Target: Evaluation of whether religious literature reveals what God is like**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Holy books are seen as the word of God / holy books are usually about God / by reading a holy book, a person learns more about the beliefs of the religion, so revelations are received / God might speak to someone through the words of the holy book / many holy books describe God, etc.

Depends which literature is focused on / not all religions believe in God / might be about a teaching or event, not God / fiction has poetic license, so whatever it reveals should not be trusted / people interpret things differently, suggesting there is no set revelation to be had / book might contain author's own opinions, etc.

Two-sided answers are creditable, but not required.

[3 marks] AO2

15 ‘Non-believers could learn a lot from reading religious literature.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not non-believers could learn a lot from reading religious literature

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

They would meet new information, hence learn / it might help them to consider moral issues / it would teach them history / it would help them appreciate what religious people do and believe / it would give them insight into things they did not know or understand / there is much to be learnt from religion and literature is one way to learn it / young people learn good messages and ideas from religious fiction / might help them convert to a religion / the act of reading might elicit spiritual growth in the non-believer / the beauty of the writings may be an inspiration, etc.

Other Views

A person might not be able to understand them easily or at all / why would a non-religious person even bother to try to read them / the non-believer might already know what the book is about, so learn nothing / other ways are better for non-religious believers to learn / would not learn if not interested / religious literature is too complicated / religious literature is boring / question over how much can be learnt – is it really ‘a lot’?, etc.

[6 marks] AO2**15 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

4 Religion and Media**16 ‘All religious believers should watch religious channels on satellite TV.’****What do you think? Explain your opinion.****Target: Evaluation of whether all religious believers should watch religious channels on satellite TV**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

There is a section of the channel listing which is just religious programmes, so their viewing would be unadulterated / there are channels for specific religions, so they could watch material specific to their own faith / it would reinforce their faith / would be available 24/7 to them / is a modern way of showing devotion / help spiritual development / watching other religions’ channels spreads understanding and harmony, etc.

They don’t all have satellite TV / the diet is very limited – might not fit with their style of religion / might not be a channel for their religion or denomination available / no rules in religion to say this / might not enjoy this form of viewing (worship) / better to go and worship in person or with others / some religious channels may be linked to scams / that these channels are with many channels makes it easy to be distracted from the religious ones / up to them what they watch / , etc.

[3 marks] AO2

17 Explain the religious message(s) in one magazine or magazine article you have studied.

Target: Knowledge and understanding of the religious message in a religious magazine / article studied

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Students will decide the magazine (article) they wish to write about, but it is not necessary to name it. They should explain the messages(s) from a specific magazine (article) they have studied. Credit any material which is relevant.

For example – Judaism Today if for those interested in Judaism. It has a general religious message of following the teachings of God, and breaks that into looking at specific aspects in each magazine edition. For example, it might focus on how to bring up Jewish children in the modern world. Its message is that there are specific ways to behave when bringing up children, and that by following those ways, the children are prepared for life and their own responsibilities, but all in the context of a changing and challenging world where tolerance of religion can be limited, but adherence to faith remains important.

For example – having read an article in ___ magazine about Christmas, the religious message was that it is a time to think of Jesus and to give to others. The article reminds of Jesus' birth – how special it was, and that the visitors showed him to be special. It also wrote about his death, and how important that was for everyone. The message is that 'we should remember Jesus as the saviour of the world. To show our thanks we should say thanks to God, but we should show thanks to others as well.'

[3 marks] AO1

18 Explain why some religious believers might object to the content of some newspapers.

Target: Knowledge and understanding of why some religious believers might object to the content of some newspapers

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

They focus on negative stories, so damaging people’s trust and belief / they publish half-truths and untruths, so making the religion look bad / they do not promote religion, so undermine its importance / they publish stories which promote behaviour opposite to that accepted by the religion, so promoting immorality / use of cartoons to lampoon causes offence / promotion of immorality in view of religion / promotion of celebrity and excess, etc.

[4 marks] AO1

19 Explain briefly, using one religious example, what is meant by the term documentary.

Target: Knowledge and understanding of the term documentary

A film (long or short) which purports to provide factual evidence about something researched.

Religious examples may include ones about the faith, eg a documentary about Christianity, documentary about the life of Prophet Muhammad, or about an aspect of the faith, eg ‘Pilgrimage’, ‘Into Great Silence’ etc.

Award one mark for a definition.

Award an additional mark for any relevant religious example of a documentary.

[2 marks] AO1

20 ‘The internet is the most important way of spreading religious messages.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not the internet is the most important way to spread religious messages

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Internet is the modern way, so has importance especially to young people / it is the automatic way for young people to get information / most people have access / can control content of a website / puts people across the world in touch with each other / benefits of virtual environment / can get answers very quickly to questions of faith / can be a cheaper way to access literature / size of internet makes it the most important / the website creator can precisely tailor the message for maximum effect, etc.

Other Views

Face-to-face always works better / might get the message, but not understand it at all / too much anti-religious material on the internet / the holy book is the word of God, so must be the best way / messages can be twisted and put in such a way as to not present a message well / now known that radicalisation has happened because of the internet, and this is usually an abuse of the message of a religion / depends who is trying to spread the message – the quality or accuracy of their work may not be good / if it isn't obviously available or in the first three pages of a net search, then it won't even be seen, etc.

[6 marks] AO2**20 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

5 Religion and Music

21 Hymns help people understand their religion.

What do you think? Explain your opinion.

Target: Evaluation of whether hymns help people understand their religion

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include the following points in their answer:

They teach about God / Christmas carols about Jesus' birth / Easter hymns remind Christians of the Resurrection / in a Sikh temple, that is their key purpose / they help people reflect on their religion or beliefs or religious truths whilst they are singing / the quality or tone or mood of the music reflects the kind of religious truth being considered, etc.

They don't give enough information to properly understand / that is not the purpose, so any understanding gained is a by-product / they are to praise God / some religions like Islam do not have hymns, etc.

[3 marks] AO2

22 Explain briefly, using one religious example, what is meant by the term inspiration.

Target: Knowledge and understanding what is meant by the term inspiration

Inspiration is when a person is emotionally moved to do something or by something.

For example, they may read their holy book, then feel inspired to go and write a religious song; they may hear someone speak about their religious beliefs, and be moved to join the religion, or act on their own belief, ie example is likely to be an action.

Answer does not have to be music-based.

Award one mark for a correct definition.

Award a further mark for an example.

[2 marks] AO1

23 Explain why holy scriptures are sometimes put to music.**Target: Knowledge and understanding of why holy scriptures are sometimes put to music**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

To make the word of God more beautiful / because someone wants others to learn the words, and this way is a good way / so they can be sung in church or other holy place / to aid learning and understanding (eg bhajans) / to show devotion / because of inspiration / so that worshippers can sing them in unison / to 'make a joyful noise unto the Lord' / it is their job / appeal to a younger audience, etc.

[3 marks] AO1

24 Explain the impact religious music may have on the listener.**Target: Knowledge and understanding of the impact religious music on the listener**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

No impact / negative impact – they dislike it, so are put off / they want to hear more / it educates or teaches them about certain beliefs / it makes them feel connected to God / inspires / allows them to show devotion (by singing it or listening to it) / might cause a revelation / might make them feel happy / might make them reflect on life or events / calming impact / enthuses them, etc.

[4 marks] AO1

25 ‘Mainstream music is the most important form of religious music.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not mainstream music is the most important form of religious music

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Most widespread / biggest impact on youth, who are the future of all faiths / most enjoyable for many people / any popular music becomes mainstream music, which gives it greater power / is most heard, so has greatest accessibility and influence, etc.

Other Views

Depends what it is the most important for / scriptures put to music are the word of God / hymns are written in praise of God / most mainstream music would not be appropriate in a place of worship or act of worship / most mainstream music has nothing to do with God or religion / much mainstream music is anti-religious or immoral / most people don't even realise mainstream music has any religious message, so it has no impact in that way, etc.

[6 marks] AO2

25 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

6 Religion in Contemporary Society

26 Explain briefly, using one religious example, what is meant by the term spirituality.

Target: Knowledge and understanding what is meant by the term spirituality

Spirituality is the sense of the spiritual/religious; other than the material world; beliefs; emotions; belief in the soul; belief in afterlife; sense of the numinous; sense of awe and wonder

Religious examples might include – belief in God, evidenced through religious expression such as creating art, architecture etc.

Award one mark for a correct definition.
Award a further mark for an example.

[2 marks] AO1

27 ‘Religious believers should show their beliefs by doing more than just attend acts of worship.’

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should show their beliefs by doing more than just attend acts of worship

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Limited time available, so may not be able to do anything beyond attending acts of worship / faith is about action as well / necessary to study religion / necessary to live a proper life in religious terms / follow rules / other religious duties / could attend but not really be involved or engage fully / private worship might have more focus and meaning for a person / to create greater karma / blessings from God, etc.

Could say whole life is an act of worship for the most devout / might be unsafe to go beyond the act of worship / can keep God in mind always / depends what you mean by ‘doing more’ / some people have no time to do more, etc.

[3 marks] AO2

28 Explain why symbols are used to show religious beliefs.**Target: Knowledge and understanding of why symbols are used to show religious beliefs**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following responses:

To represent an idea or religious truth / to indicate to others what a person believes / as a badge or marker of faith / to condense a complex idea into simple imagery / to remind themselves of their beliefs, eg wearing a cross on a chain / to hide the religion in times of persecution so that only the initiated can recognise them and their faith / tradition / to aid understanding of a concept, etc.

[4 marks] AO1

29 Explain why a religious believer might attend a faith commune.

Target: Knowledge and understanding of why a religious believer might attend a faith commune

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Immerse themselves in their religion / meet likeminded others / recharge spiritual batteries / holiday / learn more about their religion, its ideas, rules and behaviours / give something back by working there / parents take them / peer pressure (all their friends are going), etc.

[3 marks] AO1

30 ‘Religious believers should always let other people know about their faith.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether or not religious believers should always let other people know about their faith

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Many religions tell believers to tell others, or bear witness / should be proud of faith, whereas hiding it suggests a person is ashamed of it / impossible if a religion demands certain clothing, eg Sikh turban, or activities, eg prayer several times a day / helps to promote faith to others / may help another person morally or pastorally or spiritually / 'make a joyful noise unto the Lord' precludes hiding one's faith / is part of rich tapestry of a multi-cultural society, etc.

Other views

It is private between them and God / others don't want that person's faith being pushed at them / in certain places or at certain times it might be safer to keep their religion to themselves / belief is personal, so should be kept that way / UK is a secular not religious society, etc.

[6 marks] AO2

30 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[4 marks]
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	[2-3 marks]
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]