



**General Certificate of Secondary Education  
June 2013**

**Religious Studies**

**40555**

**Specification B**

**Unit 5      *Religious Expression in Society***

**Final**

***Mark Scheme***

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

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 to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## 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, e.g. 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, i.e. 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 e.g. 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

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and 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. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

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 performance descriptions are provided below.

<b>High performance</b>	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)
<b>Intermediate performance</b>	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)
<b>Threshold performance</b>	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)
<b>Below Threshold</b>		(0 mark)

**1 Religion and Art**

**1 Other than an icon, give one type of religious art.**

**Target: Knowledge of one type of religious art**

Award one mark for giving a type – painting, graffiti, sculpture / statue, calligraphy.

Accept other obvious forms of art e.g. stained glass / windows, tattoos, mandalas

Accept specific examples.

**(1 mark) AO1**

**2 ‘Religious art should only be used in worship.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether the religious art should only be used in worship**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

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

If it is a religious painting, then any use by a believer is worship, so this is true; it would make the spirituality of the piece greater; keeps the art very special; would ensure the appropriate treatment of the art; glorifies God so is worship however used.

Much is hung in galleries or homes, so is not used in worship; just using in worship limits it; can use it to raise awareness of a faith without worshipping; this would prevent non-religious people from seeing it or being influenced by it; this isn't why all religious art is produced, etc.

**(3 marks) AO2**

**3 Explain how religious art might have an impact on a believer. You may use examples in your answer.**

**Target: Understanding of the impact of art on a believer**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.	5 marks

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

It reminds them of religious ideas / teachings; it educates them by helping them understand an idea; it inspires them to worship; it moves them spiritually; they might just appreciate the art for itself, as well as its spiritual significance / symbolism; it may be valuable if they sell it, so impacting on them financially; negative impact of art of another faith – deemed blasphemy, for example.

**(5 marks) AO1**

**4 Explain the religious message in one piece of graffiti you have studied.**

**Target: Knowledge and understanding of the religious message of one specific piece of graffiti**

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

Students should give one or more religious messages found within the graffiti, and explain these.

**(3 marks) AO1**

5 *'The makers of religious art are inspired by God.'*

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

**Target: Evaluation of whether religious artists are inspired by God or not**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

This is why they do it; all artists are inspired by something, in the case of religious art, this is where they get their idea and motivation to do the work; many artists say this is the case; God created everything, so in that way, all art is inspired by him / a way of expressing their faith, etc.

**Other Views**

Some religious traditions do not look to God, so God cannot have inspired their art; some art is seen as religious, without the artist having been inspired in that way; it may have come from revelation; it may be an act of devotion; only the artist can say if this is the case, and many do not, done as a job / for payment etc.

**(6 marks) AO2**

**05 Spelling, punctuation and grammar**

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

<b>High performance</b>	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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	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.	<i>(1 mark)</i>
<b>Below Threshold</b>		<i>(0 mark)</i>

**2 Religion and Architecture**

**6 Other than an edifice, give one type of religious architecture.**

**Target: Knowledge of one type of religious architecture**

Award one mark for giving a type – place of worship, statue, monument, graveyard architecture (gravestone, tomb).

Accept specific examples.

**(1 mark) AO1**

**7 Explain why religious edifices are important. You may use examples in your answer.**

**Target: Understanding of why religious edifices are important**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.	5 marks

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

As a place to worship; as a reflection of the devotion of a community; to raise awareness of the religion generally; to glorify God; historical significance in a country; personal significance (e.g. place of one's wedding).

**(5 marks) AO1**

**8** *'Religious buildings should only be used for worship.'*

*What do you think? Explain your answer.*

**Target: Evaluation of whether religious buildings should only be used for worship**

Levels	Criteria	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

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

That is their reason for existence; it prevents inappropriate use of the building if they are only used for worship; it makes them pure / helps to keep their 'special' atmosphere.

Many places of worship need tourist money to keep going, e.g. Cathedrals, Sagrada familia; religious believers need to use these buildings for other purposes, e.g. meetings, school room; allowing non-religious people into their use is a way to raise awareness of the faith and to generate cohesion between elements of the community including greater acceptance of the believers themselves; many medieval churches were used by the community for things other than worship (e.g. market), etc.

**(3 marks) AO2**

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

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

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

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

Students should give one or more religious messages found within the statue, and explain these.

**(3 marks) AO1**

10 **'Edifices make people think of God.'**

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

**Target: Evaluation of whether edifices make people think of God or not**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 are magnificent buildings, which make people think of what inspired them, and which reflect God's magnificence; very symbolic buildings, which reminds of God and which is inspiring; they are built for the purpose of reminding of and glorifying God; often much art and architecture which is clearly about God, so makes people think about God, etc.

**Other Views**

Many people who are not religious don't understand the symbolism so it doesn't make them think of God; many see the building but not as anything special (take it for granted); if you don't believe in God, it won't make you think of God; depends how obvious the symbols are; depends if the edifice is a religious one or not; some edifices are not obviously visible to all (in private homes, for example); non-religious edifices are not meant to make people think of God, so likely don't, other things make you think of god etc.

**(6 marks) AO2**

**10 Spelling, punctuation and grammar**

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

<b>High performance</b>	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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	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.	<i>(1 mark)</i>
<b>Below Threshold</b>		<i>(0 mark)</i>

**3 Religion and Literature**

**11** *Other than a poem, give one type of religious literature.*

**Target: Knowledge of one type of religious literature**

Award one mark for giving a type – holy book / sacred writing; books of teachings written by famous believers; religious poems; fiction with a religious message.

**(1 mark) AO1**

**12** ***‘Only the words of God are good enough to be called religious literature.’***

***What do you think? Explain your opinion.***

**Target: Evaluation of whether religious literature should be exclusively the word of God**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

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

Because of truth of the message; it would mean it had greater credibility and received greater veneration and adherence; there wouldn't be any mixed messages – message would be controlled.

Depends what you mean by ‘good enough’ – good enough for what?; there would be hardly any religious literature if this was the case; it would mean very few would understand it; how can we guarantee the authenticity of this literature?; how could people decide which religion had the real word of God; the message would be archaic in its terms of reference; God doesn't speak; God doesn't exist, etc.

**(3 marks) AO2**

**13 Explain why holy books are important. You may use examples in your answer.****Target: Understanding of the importance of holy books**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.	5 marks

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

They give the word of God; provide rules for following the faith; give guidance for future life (eschatological); worship is based on them and makes use of them; some copies are very old, hence very valuable; some copies are very expensive, hence very valuable; gives historical background to many religions.

**(5 marks) AO1**

**14 Explain how books of fiction with a religious message might affect religious believers.**

**Target: Understanding of how books with a religious message affect religious believers**

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

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

They explain religious ideas in an easier way to understand; they are written in a way which hooks people into wanting to read more; they explain in familiar language; they affect their emotions; they can deepen personal faith; they can inspire, i.e. they help with knowledge / understanding of religion, and of religious faith; could offend religious believers of another faith / could be disliked by those who take a different interpretation of the faith concerned.

**(3 marks) AO1**

## 15 'A good religious story can be written by anyone.'

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

**Target: Evaluation of whether anyone could write a good religious story**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

If they did the right research they could; if they were religious, they could; if they were a good story teller; there are many books which have a religious message but aren't by religious people; there are people renowned for a type of literature which is not religious, but who have then written good religious stories, etc.

**Other Views**

It depends what is meant by 'good'; for a non-religious person, they wouldn't be sympathetic enough to the religion for it to come across well; not just anyone can write a good story, let alone a good religious story; anyone might be able to, but that doesn't mean they would do; need to have been inspired, received a revelation or be showing devotion, etc.

**(6 marks) AO2**

**15 Spelling, punctuation and grammar**

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

<b>High performance</b>	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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	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.	<i>(1 mark)</i>
<b>Below Threshold</b>		<i>(0 marks)</i>

**4 Religion and Media**

**16 Other than a film, give one type of religious media.**

**Target: Knowledge of one type of religious media**

Award one mark for giving a type – newspaper, magazine, analogue / satellite / digital TV, radio, internet, documentary.

**(1 mark) AO1**

**17** *'The internet has helped make religious belief stronger.'*

*What do you think? Explain your opinion.'*

**Target: Evaluation of whether the internet has helped or hindered religious belief**

Levels	Criteria	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

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

Gives wider access to more people; can learn about your religion (and others); protects and projects the message of the religion; supports people's faith; allows people to see aspects of their religion they'd never have seen before, e.g. images of places they can't visit but which are important to the faith (e.g. hajj live).

There are many aspects of the internet contrary to religion, e.g. internet has encouraged gambling which most religions disagree with; many websites which are against religion; religion shows all religions and all attitudes within each, so can confuse people; internet can promulgate inaccurate information; can increase prejudice, etc.

**(3 marks) AO2**

**18** *Explain the impact of religious articles or stories in newspapers on non-believers.*

**Target: Understanding of the impact of religious articles / stories on a non-believer**

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

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

It educates them about aspects of religion; informs about the religious communities; it gives them access to faith businesses; it contextualises a religion in the modern day and its events; it gives a religious slant to stories, rather than a purely secular one.

BUT, it can also reinforce stereotypes by writing about the worst cases / excesses; it can confuse by giving stories about many religions; it can give unclear / wrong messages; it can have no impact whatsoever as non-believers simply ignore it.

**(3 marks) AO1**

- 19 **Explain how radio programmes can be used to promote religion. You may use to examples in your answer.**

**Target: Understanding of how radio programmes are used to promote religion**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.	5 marks

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

They give explanations of aspects of the faith, so help people to understand; they can educate religious and non-religious people; better understanding promotes harmony between people; programmes can be made which highlight the positives of a religion; programmes are broadcast across large areas so get a wide audience (especially now when many radio channels are available through satellite TV and the internet); give access via broadcasting services.

**(5 marks) AO1**

20 **'The media never makes religion look good.'**

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

**Target: Evaluation of whether the media has a positive or negative effect on religion**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 media is looking for scandal, so is negative; media are not interested in good stories or religious teachings / morality, so don't promote them positively (those stories don't sell papers); there is much anti-religious sentiment in the media; the media covers all views, so any one religion is only minimally covered, etc.

**Other Views**

Depends what you mean by 'looking good'. The media has shown religion positively through documentary, as well as through religion-specific programming / articles; religions can control the media, e.g. through religion specific websites / magazines, etc. so can positively promote faith; the internet, for example, gives access to religion – sites and teachers – which helps a believer and promotes the faith, etc.

**(6 marks) AO2**

**20 Spelling, punctuation and grammar**

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

<b>High performance</b>	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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	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.	<i>(1 marks)</i>
<b>Below Threshold</b>		<i>(0 mark)</i>

**5 Religion and Music**

**21 Other than chanting, give one type of religious music.**

**Target: Knowledge of one type of religious music**

Award one mark for giving a type – hymn, scripture put to music, mainstream music with a religious message.

**(1 mark) AO1**

**22 Explain why some believers write religious music. You may use examples in your answer.**

**Target: Understanding of why some religious believers write religious music**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.	5 marks

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

They had a revelation telling them to; they want to show their devotion; they were inspired by something; they are being paid to do that, either as a one off or it is their job; they want to promote their beliefs to others; they want to promote their religion through song; as an act of worship.

**(5 marks) AO1**

**23** *'Mainstream music can never be religious.'*

**What do you think? Explain your opinion.**

**Target: Evaluation of whether mainstream music can be counted as religious**

Levels	Criteria	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

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

Depends why it was written; depends on the words; many mainstream songs are about anything but religion.

You can interpret many mainstream songs in a religious way; some mainstream songs were deliberately written to be religious / depends on the individual's needs, background, situation, etc.

**(3 marks) AO2**

**24** *Explain why scripture is sometimes put to music.*

**Target: Knowledge and understanding why scripture might be put to music**

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

Students may include – to aid memory of the scripture; to add beauty to the scripture; as an act of devotion; because the scripture provides the perfect words of praise for God, and singing is perfect way to praise; to add impact to the scripture; as a result of revelation / inspiration; more fun / interesting.

**(3 marks) AO1**

25 *'The best religious music comes after a revelation from God.'*

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

**Target: Evaluation of whether the best religious music comes after revelation from God**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

If revealed, it has God's words and message more clearly / directly; revelation makes it more special; more people would want to hear it, and take notice of its message; the music would have more power / revelation affects the emotions, gives inspiration, etc.

**Other Views**

Depends what is meant by 'best'; there wouldn't be much music if that was the case; if revealed, there is no room for the artist to show their devotion / belief; this seems a strange thing – God reveals himself so that people praise him – why not use power in a more 'helpful' way; there is much religious music which has affected people positively which is not revealed; generally, people tend to know more non-revealed music than revealed; could be by inspiration; God doesn't exist, etc.

**(6 marks) AO2**

**25 Spelling, punctuation and grammar**

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

<b>High performance</b>	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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	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.	<i>(1 mark)</i>
<b>Below Threshold</b>		<i>(0 mark)</i>

**6 Religion in Contemporary Society**

**26 Give one example of something worn to show commitment to a religion.**

**Target: Knowledge of how people can show commitment to a religion**

Award one mark for a correct example of showing commitment, e.g. wearing a symbol (cross / headscarf), having a religious sticker on the car, having a religious tattoo, having a symbol on their house, e.g. mezuzah, religious clothing, e.g. cassoch.

**(1 mark) AO1**

**27** *'Religious believers should attend public acts of worship.'*

**What do you think? Explain your opinion.**

**Target: Evaluation of whether religious believers should attend public acts of worship**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

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

To increase understanding of faith; for community support; religious duty; to praise God; sense of togetherness; worship is stronger in groups; demonstrates faith to wider society.

Private worship is fine; private worship can be more personal / honest; should be between you and God to show personal commitment; no distractions, etc.

**(3 marks) AO2**

- 28** *Explain why some religious believers think it is important to go to faith communes. You may use examples in your answer.*

**Target: Understanding of why religious believers think it is important to attend faith communes**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.	5 marks

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

To recharge spiritual batteries; to learn more about their faith; to meet with others who have the same beliefs; to have a break from secular life; to immerse fully in their religion; it is something they were brought up to do, or something their faith community does, so they want to keep with that tradition; holiday; to become closer to God.

**(5 marks) AO1**

**29 Explain what it means to belong to a monastery.****Target: Knowledge of belonging to a monastery**

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

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

Personal reasons – Taken vows (e.g. chastity, poverty, silence); live by a strict set of rules which govern every aspect of their life, including behaviour, dress, and daily schedule; live their life in dedication to God / enlightenment; life of prayer / meditation; day is split into prayer / meditation, work, religious study; lifetime commitment; closed monasteries are cut off from the secular world.

Corporate reasons – Being part of a religious community; working for the good of the community, e.g. teaching monks at Ampleforth, making perfumes at Caldey, etc.; being a community focused on God; continuing a tradition from the earliest days of the faith; worship / prayer as group is stronger than as individuals.

**(3 marks) AO1**

30 *'It is blasphemy to wear the symbols of a religion you don't believe in.'*

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

**Target: Evaluation of whether it is blasphemy to wear symbols which are of a religion the wearer does not believe in**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 symbol belongs to the religion, so the wearer has no right to wear it; their behaviour might be contrary to the teachings of the faith; they might not believe in God, so the symbol is meaningless, hence no proper respect shown to it; might be being worn in a disrespectful and hence blasphemous way; can be showing solidarity with people of that religion if they are being harassed by wearing it, etc.

**Other Views**

Symbols mean lots of things, and can be attractive for reasons other than the faith they symbolise; wearers are not intending to insult God by wearing them, so not blasphemy even if we accept it as wrong; it does seem pointless to wear something you don't believe in, but that doesn't mean it is blasphemy / may be 'sympathetic' to the religion if not a believer / could be a gift – would please someone else by wearing it, etc.

**(6 marks) AO2**

**30 Spelling, punctuation and grammar**

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

<b>High performance</b>	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.	<i>(4 marks)</i>
<b>Intermediate performance</b>	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.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	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.	<i>(1 mark)</i>
<b>Below Threshold</b>		<i>(0 mark)</i>