



GCSE

Religious Studies B

Unit 5 / 40555 Religious Expression in Society
Mark scheme

4055
June 2015

Version/Stage: V1 Final Mark Scheme

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 ‘No one can understand religious calligraphy.’

What do you think? Explain your opinion.

Target: Evaluation of whether anyone can understand religious calligraphy

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:

Most people can't understand the language used / it is difficult to read the writing / what people remember are the pictures / the pictures are what catch the eye and attract, rather than the actual words / people interpret the images – and may be wrong / many Muslims can't translate Arabic even if they can read it / it is God's words, so understanding is not necessary / spiritual understanding, etc.

If you know the language, you can understand what it says / those who make these art pieces can understand what they are writing / anyone who studies can understand, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

02 Explain briefly one way that religious art might have a spiritual impact on non-believers.

Target: Understanding of how religious art might have a spiritual impact on non-believers

Students may include some of the following points:

It provokes an emotional response / moves the viewer / they see it and want to know more about the religion / it gives them more information about a religion or religious belief / might like it and want to buy or collect it for a spiritual reason, etc.

1 mark for a superficial comment or single point.

2 marks for a developed answer or more than one point.

NB – references to 'no impact' are not creditworthy

[2 marks] AO1

03 Explain what one religious statue you have studied teaches about the spirituality of the sculptor.

Target: Knowledge of what one religious statue teaches about the spirituality of its sculptor

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, eg 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:

That s/he is religious / the religion to which they belong / that s/he has been inspired, or had a revelation, or is devoted / that they believe in certain things / what they feel about their religion or God, etc.

In giving a specific example, the student may elaborate on those general points, and may provide others – mark as relevant. For example, they might say that because the sculpture looks like certain others, the sculptor has studied those, or that when the sculpture shows an image of Jesus having been crucified, we see that the sculptor believes his sacrifice as being a significant Christian teaching.

NB – where a response is entirely about the symbolism in the sculpture, award L2 maximum

[3 marks] AO1

04 Explain the symbolism in one religious painting you have studied.**Target: Knowledge and understanding of symbolism within one religious painting**

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, eg 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

Expect students to explain one or more symbolic features of the painting they have chosen.

For example, in the Nativity, by Lorenzo Lotto, one can see a mousetrap which is symbolic of Jesus being trapped. One can see angels, symbolising the joy in heaven at Jesus' birth, and that they praise God. A dove can be seen showing Jesus to be a man of peace. Joseph is praying over Jesus which shows the special, divine nature of the baby.

[4 marks] AO1

05 'Religious icons should be the focus of worship.'

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 icons should be the focus of worship

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. NB 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, ie 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

Made whilst praying or meditating which makes them special / many are made by monks, whose devotion is absolute, so their ‘power’ is great / exclusive use for praying and as conduit to God, Jesus, Mary / symbol of devotion, which is what prayer is / found in churches, which shows their function in at least supporting worship / people pray to them / in the form of the iconostasis are the focal point of the church toward which worshippers make their devotion / ‘icon’ means to stand out – so they attract the worshippers focus, etc.

Other views

For many they are just pictures / other aspects of act of worship are more important / word of God should be focus of worship as it tells the worshipper everything they need to know / many do not like icons / not used in lots of religions / Islam would see this as blasphemy / danger of worshipping the image if icons are the focus / God should be the focus, 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 'Monuments should always contain a religious message.'

What do you think? Explain your opinion.

Target: Evaluation of whether monuments should always contain a religious message

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, eg 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:

Given they remember a great person / event, they can be linked to emotions, hence are spiritual / any which recall the death of someone are marking a rite of passage / often linked with hope, compassion, justice – all religious concepts / the inspiration behind, or devotion shown in the monument reflects religion, etc.

Many monuments are about war, not religion / monuments about individuals are about their life and work, not to give a religious message / the intention behind the monument was not religious / any link is by interpretation, rather than by design, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

07 Explain why many religious believers think it is important to worship in a religious building.

Target: Understanding of why many religious believers think it is important to worship in a religious building

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, eg 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:

Communal worship / enjoy leadership of a trained person / many religions ask for many to gather, so you need a space for that / the building has aids to worship / it creates an atmosphere for worship / it gives an identity to the religion / they were brought up to worship in religious buildings / it is traditional for the faith / brings people of the same faith together, allowing fellowship, etc.

[4 marks] AO1

08 Explain briefly one way in which it is possible to see that gravestones are religious objects.

Target: Understanding of one way that makes it possible to see that gravestones are religious objects

Students may include some of the following points:

Religious symbols / quotes from holy scriptures / references to life after death / religious images, eg angels / shape of cross / religious statues / that they are in religious graveyards / that they are erected after a religious ceremony, etc.

1 mark for a superficial comment or single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

09 Explain how revelation(s) might influence the creation of edifices.**Target: Understanding of how revelation(s) might influence the creation of edifices**

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, eg 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:

The designer has a revelation by which they feel compelled to create an edifice / they were told in a revelation to make this edifice / the revelation inspires them to create or design / the revelation might make someone pay for the building of the edifice / reading or learning about a revelation might inspire someone to design or build / a revelation might give someone the devotion to create an edifice, etc.

[3 marks] AO1

10 ‘Religious architecture should be designed to teach people about God.’

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 religious architecture should be designed to teach people about God

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. NB 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, ie 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

As the focal point for the community, they should / would help non-believers learn if they were designed this way / by teaching about God, they support and extend the beliefs of the congregation / some religions demand believers bear witness, so this would be an extension of that ideal / they need to be more than just a space for people to meet / the places are often huge, so very noticeable – this is a way to make use of that for the benefit of the religion / religious buildings make people think of God, so this intention would just extend it, etc.

Other views

Buildings can't teach about anything as they are inanimate / the building may have more uses than worship, so why teach about God / Buddhist buildings would not be teaching about God / not all religious buildings were designed to be so, so we can't retrospectively do this / messages of the religion might be better received / can anything teach adequately about God? / should be designed to inspire not teach / created from devotion not for the purpose of teaching / Christianity teaches it is the people who are the church, so the venue doesn't matter / Islamic concept of the whole world as a mosque means venue is unimportant, 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 ‘Holy books should be the only literature used in worship.’

What do you think? Explain your opinion.

Target: Evaluation of whether holy books should be the only literature used in 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:

Holy book is word of God / most authentic literature / designed to be appropriate for worship / worship should be elucidating the words of the holy book / is a form of praise to use holy book / shows respect to God / may give structure or specific wording for worship, etc.

More scope / lots of other religious literature available / other literature may be more suitable to the message being given / might be more accessible to use other literature, ie make it easier to understand / other literature might be more suitable to the audience, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

12 Explain briefly one way in which books written by famous believers might influence non-believers.

Target: Understanding of one way in which books written by famous believers might influence non-believers

Students may include some of the following points:

They inform them / they educate them / they raise interest, curiosity / they provoke questions / they convert / the writer is already a role model, and so more people read their work, etc.

1 mark for a superficial comment or single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

13 Explain what one holy book you have studied teaches about God.**Target: Knowledge and understanding of what one holy book teaches about God**

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, eg 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:

Creator / all-loving / all-knowing / all-powerful / eternal / transcendent / immanent / has acted in history / law-giver / judge / revealed to humans, etc.

Some students may describe events, eg that God spoke to Moses, or that Allah sent the words of the Qur'an to Muhammad – credit all.

NB Accept a negative comment where it is appropriately demonstrated.

[4 marks] AO1

14 Explain how religious poems might inspire believers.

Target: Knowledge and understanding of how religious poems might inspire 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, eg 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:

They read it and – it gives them words of hope, courage, faith / makes them understand their faith so they can act on it / language is designed to inspire or evoke ideas / the rhythm gives a sense of spirituality / able to be recalled or remembered more easily than prose, so can be in mind, etc.

They write it to inspire others / inform others / show their devotion which then inspires people, etc.

[3 marks] AO1

15 ‘Religious literature is easy to understand.’

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 religious literature is easy to understand

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. NB 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, ie 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

Yes – if fiction / if you are religious and of the same religion as portrayed in the literature / if you can read the language / the religion is focused around the words of a holy book, so this must be clear / words are usually clearer than anything else – no need for interpretation / books can be as long as they need to be, so are big enough to be clear / there are holy books not holy paintings and so on, suggesting the primacy of books / word of God is held within holy books / we learn to read before we learn to write poetry, design buildings etc. – it is a prerequisite / fiction with a religious message informs and attracts non-religious people / many non-religious people read religious literature and get messages within it (poetry, fiction etc.) etc.

Other views

Not true for anyone who doesn't read / most religions have different sects or denominations who all claim to be giving the correct interpretation of holy books, which suggests messages in them are not clear / depends what is meant by 'clear', as clear language and clear meaning are very different things / images are often easier to understand or visualise / words can be misunderstood / surely a clear message comes from clear understanding, so that will vary from one person to another / much in holy books is written as parable, metaphor or allegory – which often need explaining and interpreting / it is about the quality, so a poor writer may not write a clear message / forms such as music are more engaging than books to some people, so they find their messages clearer / many books are written about religious literature eg about holy books to explain their message, which shows the message in them is not easy to understand, 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 'Watching TV cannot make someone feel spiritual.'****What do you think? Explain your opinion.****Target: Evaluation of whether watching TV can make people feel spiritual**

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, eg 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:

What is watched makes people feel emotional, but not spiritual / little about religion is seen on TV / religion is often poorly presented / people don't want to watch religious programmes / too many programmes are the opposite of spirituality, promoting money, greed, immorality, etc.

Spirituality involves emotion, so is a personal response, which anyone can make / religious programmes can encourage spirituality / any programme which makes people want to help others, for example, shows spirituality / many programmes encourage reflection which leads to spirituality, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

17 Explain how religious documentaries might help to strengthen the faith of a religious believer.

Target: Knowledge and understanding of how religious documentaries might help to strengthen a religious believer’s faith

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, eg 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:

By informing / by educating / by showcasing for believers others of their faith so that they feel solidarity or comfort / by publicising an issue which brings empathy or support from the public / by elucidating key truths of the religion / by allowing a visual access and knowledge of key events, places and practices of the faith / might lead to a revelation or inspire the watcher so strengthening faith, etc.

[3 marks] AO1

18 Explain briefly one reason why the Internet might be used for worship.

Target: Understanding of one way in which the Internet might be used for worship

Students may include some of the following points:

Generally – to access a service online / for a virtual pilgrimage / to seek advice form an online religious leader / to research ahead of leading a service (content or practice) / to find online versions of hymns etc. to use in the act of worship / to purchase items for use in worship, etc.

1 mark for a superficial comment or single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

19 Explain the religious message(s) in one religious film you have studied.

Target: Knowledge and understanding of the religious message(s) within one religious film

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, eg 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 should outline one or more different religious messages met within one film. For example, in the film 'The Last Temptation', Jesus is whipped and then crucified, which emphasises that Jesus had to suffer and die for mankind. The film, 'Little Buddha' tells the life story of the Buddha and the beliefs of Buddhism are explained, for example, what the Buddha learns at his enlightenment.

[4 marks] AO1

20 'Religious newspapers can have no influence on society.'

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 newspapers can have any influence on society

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. NB 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, ie 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

Only religious believers read them, so there is no impact on society generally / they focus on specifically religious news and articles, so have no relevance to general society / they have too narrow a focus / they have too small a circulation or audience / they cover topics not relevant to the rest of society, especially when from a religion with few followers in that country or area / they help religious people, not society, etc.

Other views

Stories in the press might have already been aired in religious papers / not only religious people read religious newspapers / many of the articles reflect what is going on in society and discuss it, so they do have a relevance and hence an impact / religious beliefs come from evangelising and spreading a religion, not from newspapers / other aspects of the media have a greater impact than newspapers / religious beliefs of society come from upbringing and tradition, not newspapers, etc.

NB – L5 maximum where a candidate focuses on how religious newspapers influence individuals only, with no reference to society

[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 'In mainstream music, there is more blasphemy than spirituality.'

What do you think? Explain your opinion.

Target: Evaluation of whether in mainstream music there is more blasphemous than spirituality

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:

Some music is about relationships, and lyrics may give offence/ things not acceptable to religion / some lyrics and styles of music may encourage immoral behaviour / there are clear examples of blasphemy / most mainstream music is not about spirituality / mainstream music is not written to be spiritual, etc.

It is possible to read religious messages in many songs / blasphemy is an interpretation rather than a definite – so people dispute its existence in given examples / very rare to hear blasphemy, rather 'immorality' is what is heard, etc.

Two-sided answers are creditable but not required.

NB – references to content of music videos are not credit worthy.

L2 maximum where the response is about immorality rather than blasphemy (as this is still denying the spiritual aspect of the songs).

[3 marks] AO2

22 Explain how the religious beliefs of the composer are shown in one piece of mainstream music you have studied.

Target: Knowledge and understanding of how the religious beliefs of the composer are shown in one piece of mainstream music you have 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, eg 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:

The words tell us specific aspects of their beliefs / music is dedicated to God / music contains religious message / inspires feelings of devotion / just because it is about religion in a positive or supportive way / poses theological questions or musings / etc.

NB – L2 maximum where a candidate describes the beliefs shown, rather than **how** these beliefs are shown

[3 marks] AO1

23 Explain briefly one way that chanting may be used in worship.

Target: Knowledge and understanding of one way in which chanting may be used in worship

Students may include some of the following points:

To focus minds when considering religious teachings / as an aid to prayer / to unite a congregation / to gain calmness, peace (in samatha meditation) / to understand religious truths (in vipassana meditation) / yogic practice / to call on a deity / to praise God or a deity, etc.

1 mark for a superficial comment or single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

24 Explain how hymns can strengthen faith.**Target: Knowledge and understanding of how hymns can strengthen faith**

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, eg 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 often come from holy books, so paraphrase the word of God / they help understanding of beliefs and teachings / they make it easier to remember beliefs and teachings / the singing of hymns brings a congregation together as one in praise of God / they are an integral part of acts of worship for some religions / their words bring comfort and hope to the singer or listener / even non-religious people recognise many hymns, so can be helped by them and spiritually supported / they are a traditional part of Christianity / in Sikhism, they are the key to understanding the Guru Granth Sahib / hymns give a frame of mind which is conducive to worship and hence strengthening faith / use of hymn to strengthen rather than words, etc.

[4 marks] AO1

25 ‘Music is the best way for a person to show their religious beliefs.’

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 music is the best way to show one’s religious beliefs

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. NB 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, ie 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**

More people across all of society listen to music / it is an engaging form of expression / music sticks in your head in a way other forms don't / music is ever-present on the radio, whereas other forms are not and have to be found / music stimulates emotions to a greater extent than anything else / writing music is a good way to demonstrate emotions / other people take notice of music, whilst not taking notice of many other types / potentially universal appeal not dependent on language, etc.

Other views

Music is not accepted in some religions, eg most of Islam / for deaf people, music is of little or no use / for people with other skills, then other forms are more effective / most people don't even spot the religious message in music / a lot of music has nothing to do with religion / a lot of music isn't even pleasant to listen to / behaviour and actions show belief better, 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 ‘Only monks show full commitment to their faith.’****What do you think? Explain your opinion.****Target: Evaluation of whether it is only monks who show full commitment to their faith**

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 give up their whole lives to their religious practice / they give up family and turn their backs on society / all aspects of their lives as monks are governed by their faith and special rules / idealised spiritual life, etc.

It is disrespectful to anyone else to say that / what about nuns? / the commitment shown is within a special environment, which supports their commitment – it is more difficult to live in a society where the religion is not cherished or encouraged / someone might be a monk to hide from society, rather than to show commitment / in some societies being a monk is an expected pathway, rather than a spiritual choice / depends on the interpretation of ‘faith’ as monks show commitment by getting trained, whereas laity by practising faith in secular society, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

27 Explain why religious believers attend public acts of worship.**Target: Knowledge and understanding of why believers attend public acts of 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, eg 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:

Corporate worship / to meet and share with other worshippers / to take part in certain ceremonies, eg as part of a minyan, to take communion / to do as the religion commands / to develop the faith of the family group / to demonstrate faith to the general public / to show commitment / to gain inspiration / to show devotion / to increase knowledge and understanding of the faith / to gain a blessing from God / to atone for sin / to confess sin / to connect to God / to develop spiritually / etc.

NB - credit only about believers, so, for example, a response about 'to get child into a faith school' is not creditworthy

[4 marks] AO1

28 Explain briefly the meaning of one religious symbol.

Target: Knowledge and understanding of one religious symbol

It is likely responses will be focused around the most obvious symbols for any religion, but other symbols then explained as religious must be accepted, eg the fish for Christianity, hijab for Muslim women to show modesty, etc.

Students may include some of the following points:

Specific religious symbols, such as

Buddhism – dharmachakra. Wheel with eight spokes (Noble Eight Fold Path); represents cycle of birth / death / rebirth. Wheel of dharma.
Lotus flower – symbol of enlightenment.
Any of the symbols representing eight – Noble Eightfold Path. Etc.

Christianity – cross – Jesus rose from the dead. Victory of life over death.
Crucifix – Jesus died as a sacrifice for the sins of humanity, etc.

Hinduism – aum symbol – sound of the universe.
Swastika – good fortune, etc.

Islam – crescent moon and star – guidance given by Allah. Five pointed star = Five Pillars, etc.

Judaism – Menorah – seven branched candlestick – seven days of creation.
Star of David; six points represent north / south / east / west / up / down (God is everywhere); Magen David (Shield of David) showing God gave David his authority and power, etc.

Sikhism – Khanda – circle = God (no beginning, no end); swords – truth and justice, etc.

Accept any religious symbol which is accurately explained – marks are for explanation of meaning, not description (1 mark maximum in case of description only)

1 mark for a superficial comment or single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

29 Explain how religious believers benefit from belonging to a religion.

Target: Knowledge and understanding of how religious believers benefit from belonging to a religion

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, eg 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:

Membership includes being able to play a full part in the practices of the faith, eg take communion / to share faith with others / to make a commitment to a faith / to live life in practice of that faith / to demonstrate that faith, eg by wearing certain symbols / to have a better chance of a positive afterlife / to be a part of a long history and tradition / to be a representative of that faith / pastoral support / socialisation / fulfil wishes of parents, therefore, gain their approval / better understanding of the teachings of a religion, etc.

[3 marks] AO1

30 'It is not easy to express spirituality in the modern world.'

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 it is easy to express one's spirituality in the modern world

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. NB 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, ie 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

We live in a materialistic society / only private expression needed / doing this could put you in danger or difficulty / people are intolerant of religion which makes it difficult / society is not set up to support people with their religions, eg jobs not fitting around religious duties / religion and spirituality are out-of-date / in a scientific society which demands empirical proof, nothing spiritual is relevant /this is a personal decision, so it is up to the individual to decide / wealth and happiness are more important, etc.

Other views

That is a personal decision and attitude / you have to be true to what you are / it is important to show faith even more in a faithless society / part of some religions is to express spirituality and beliefs / Buddhist and Christian ideas of being a light in the darkness / many religions say it is wrong to hide one's beliefs / have to stand up for what you believe in / if you believe that all people can be saved, you also believe in a duty to help make that happen, which means being open about belief, 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]