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**General Certificate of Secondary Education  
June 2010**

**Religious Studies**

**40555**

**Specification B**

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

***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 candidates' 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 candidates' 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 candidates' 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 candidates, 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. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
4. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
5. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
6. 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 candidates' 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.

If a candidate 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.

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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 the six marks AO2 answers.

**1 Religion and Art**

**01 Painting is one type of religious art. Name two other types of religious art.**

**Target: Knowledge of different types of religious art, other than painting**

Award one mark for each type named. Must be different types. Candidate should be credited for genres or actual examples.

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

Icons, sculpture, calligraphy, graffiti; or other forms of art which are religion specific, e.g. mandalas, rangoli patterns, etc.

**(2 marks) AO1**

**02 ‘Art is the best way to explain religious ideas.’**

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

**Target: Evaluation of whether or not art is the best way to explain religious ideas**

<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

Mark according to Levels of response for AO2.  
This is likely to be a personal response.

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

Often easier to see an idea visually than have it explained; many paintings are specifically of religious images, e.g. Da Vinci’s Last Supper, so very clear; many artists claim God has inspired them, so they are passing on a message.

You can only recognise a message if you know what it is, therefore art is not necessarily helpful; symbolism can be too difficult to understand; much art is abstract – impossible to judge its message; other forms better – written word, religious leaders, etc.

**(3 marks) AO2**

**03 Explain the meaning of one piece of religious art that you have studied.**

**Target: Knowledge of a piece of art, and understanding of the symbolism within it**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates should choose a work of art they have studied to answer this question. It need not be one the examiner is familiar with.

Expect candidates to name a piece of art, and describe it. Level 2 maximum for doing only this.

Religious symbolism / messages should be explained to reach Level 3 / 4. A good level 4 response will provide an answer which includes the above but in good depth.

Where a candidate describes several pieces of art, the best one should be used to give marks. Where a candidate describes only messages within art (generally) or within religion, then maximum Level 2.

**(4 marks) AO1**

**04 Explain how religious art might be used in worship.**

**Target: Understanding of how religious art might be used in worship**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

To inspire a sermon / speech / prayer; as a focus for meditation; within the fabric of the building to create a spiritual focus / atmosphere; as a focus of a sermon / speech; the creation of the art could be the act of worship, e.g. icons, mandalas; as an explanatory tool.

**(3 marks) AO1**

**05 'Paintings are the most important kind of religious art.'**

**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 paintings are the most important form of religious art or not**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	5 marks	The candidate 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 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.	6 marks	

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

**Agree**

They are often the clearest in their message; they have the most ancient usage; they are instantly recognised; can come from revelation or inspiration of God; often most valuable in monetary terms.

**Other views**

Icons / mandalas are created as an act of worship, paintings often not; the person making the different type would disagree; surely what counts is the quality of the message not the type of message; some really unattractive paintings exist.

**(6 marks) AO2**

## 2 Religion and Architecture

**06 Graveyards contain religious architecture. Name two other types of religious architecture.**

**Target: Knowledge of two types of religious architecture other than graveyard architecture**

Award one mark for each type named. Must be different types. Candidate should be credited for genres or actual examples.

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

Places of worship; edifices; monuments; statues. Credit may also be given for any sub-division of these, e.g. church. Candidates should also be credited for naming specific examples of any two of these, e.g. St Paul's cathedral.

**(2 marks) AO1**

**07 Explain the symbolism of a place of worship that you have studied.**

**Target: Knowledge of one religious building and understanding of symbolism within that building**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates should choose a building they have studied to answer this question. It need not be one the examiner is familiar with.

Expect candidates to name a place of worship, and describe it. Level 2 maximum for doing only this.

Religious symbolism / messages should be explained to reach Level 3 / 4. A good Level 4 response will provide an answer which includes the above but in good depth.

Where a candidate describes several places of worship, the best one should be used to give marks. Where a candidate describes only symbolism within places of worship (generally) then maximum Level 2.

**(4 marks) AO1**



**08 'Religion is about people not buildings.'**

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

**Target: Evaluation of whether religion is focused on buildings or on people**

<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

Mark according to Levels of response for AO2.  
This is likely to be a personal response.

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

Without people, there is no religion; religion is beliefs, only people have beliefs; you have to live a religion, which only people can do.

Buildings inspire and reflect religion so are crucial in keeping the faith going; buildings last longer than people do, so bridge generations; buildings can demonstrate / symbolise key beliefs and teachings, so they enshrine the religion itself.

**(3 marks) AO2**

**09 Explain why some religious believers think that it is important to have religious architecture.**

**Target: Understanding of the importance to religious believers of religious architecture**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

Response will depend on whether candidate speaks of architecture per se, or of specific aspects of architecture.

Architecture – about God and for God – showing devotion and commitment (time / skill / money); is a public aspect of the faith, so supports and encourages faith in people, and acts as a reminder to all of the religion.

Place of worship – place devoted to God; a place which inspires faith; a place which glorifies God; a place for the community to worship; public symbol of religion, of faith and of devotion.

Statues – can be a source of inspiration for others; give message of God through these; is an outlet for some people’s spirituality.

Graveyard architecture – to honour the dead; to glorify God; to continue to spread God’s message, e.g. of an afterlife; as a place for contemplation.

Edifices / monuments – memorials to events in the history of the faith; memorials to key people from the religion; celebratory element.

**(3 marks) AO1**

## 10 'There is nothing spiritual about monuments to the dead.'

**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 the spiritual nature of memorials to the dead**

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate 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 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.	6 marks	

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

**Agree**

These are monuments for us, not for God; don't have to be a believer to have a religious message on your gravestone – others usually choose it; many graveyards are derelict, suggesting people don't feel a need to go there, or feel a sense of something other there; the monument itself is just physical, it is what it represents that is spiritual.

**Other views**

Graveyards full of religious symbolism; people feel close to the dead in graveyards, and to God – sense of the spiritual / numinous; link between spirituality and emotion; these monuments exist because of a sense of spirituality; people pray at these monuments; graveyards are often consecrated land, so given to God; many headstones refer to God in symbolism or words; people often visit graves and ask God to look after the soul of the dead; funeral service at the graveside commits the soul to God.

**(6 marks) AO2**

### 3 Religion and Literature

#### 11 Explain briefly what is meant by religious literature.

**Target: Understanding of term religious literature**

Award one mark for a basic definition of the term religious literature. Award additional mark for providing an example, and / or some development of the original term.

Religious literature is literature which has within it a religious message. The Specification lists holy books, books of teachings of famous believers, fiction with a religious message, poetry. Candidates could suggest a type or a specific example.

**(2 marks) AO1**

#### 12 Modern books are the most important type of religious literature.

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

**Target: Evaluation of whether books written today are the most important kind of religious literature or not**

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.	3 marks

Mark according to Levels of response for AO2  
This is likely to be a personal response.

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

They are relevant to our times; they take account of how the world has changed; they take account of how people think and act today; they sell very readily to people who would not read a holy book; language can be more accessible and meaningful.

Holy books are absolute truths; older literature could be revealed literature, which puts it on a higher footing than inspired, for example; many books written every day, and have limited / no impact whereas ancient texts, religious poetry from hundreds of years ago, etc. have stood the test of time.

Be ready for responses which explore 'It depends...important for what..'

**(3 marks) AO2**

**13 Explain one or more religious messages in one work of literature you have studied.**

**Target: Knowledge of the religious message(s) in one piece of literature**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates should choose a piece of literature they have studied to answer this question. It need not be one the examiner is familiar with.

Expect candidates to name a piece of literature, and describe it. Level 2 maximum for doing only this.

Religious symbolism / messages should be explained to reach Level 3 / 4. A good Level 4 response will provide an answer which includes the above but in good depth.

Where a candidate describes pieces, the best one should be used to give marks. Where a candidate describes only religious messages (generally) then maximum Level 2.

**(4 marks) AO1**

**14 Explain why religious believers use literature in their worship.**

**Target: Understanding of why religious believers use literature in their worship**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

It is God's word; prayers and hymns come from holy books; it tells them how to live properly as a member of that faith; gives information about beliefs; provides teachings; traditional to do so; upbringing has taught them to do so.

**(3 marks) AO1**

**15 ‘All religious literature is 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 literature is inspired by God or not**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	5 marks	The candidate 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 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.	6 marks	

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

**Agree**

Contains God’s message, so must be from God; authors claim that for their work; is about God, so must be inspired by at least the thought of God; tells us how to live in a godly way; that it is religious makes this true.

**Other views**

Many holy books are said to be the revealed word of God, not inspired; there are poems and hymns which were not written about God / religion, but within which a religious message is seen by others; if someone is writing their idea of God, it might be entirely their imagination; what if God does not exist?

**(6 marks) AO2**

**4 Religion and Media**

**16 ‘Satellite TV is the best way to promote religion.’**

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

**Target: Evaluation of whether satellite TV is the best way to promote a religion**

<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

Mark according to Levels of response for AO2 (3 marks).  
This is likely to be a personal response.

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

It has the widest audience (international as well as local / national); it has 24 / 7 potential; you can have a dedicated channel, therefore control entirely its content and style; most homes now have satellite.

Dedicated channels can be ignored, so don't promote the faith beyond believers in it; likely to be perceived as very biased, therefore avoided by many; many dedicated satellite channels don't attract non-believers, they do the opposite.

**(3 marks) AO2**

**17 Explain briefly what is meant by spirituality.**

**Target: understanding of term spirituality**

Award one mark for a simple definition, with additional mark for explanation / example.

Spirituality is the dimension other than physical / material; relating to religious belief; sense of God; values.

**(2 marks) AO1**

**18 Explain, using examples, how some newspapers might cause problems for religious believers.**

**Target: Understanding of ways in which newspapers can affect religious believers in negative ways**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Responses may include some of the following:**

By spreading misleading information, which then causes personal problems for people of a certain religion; by highlighting the negative stories, rather than the positive ones about a religion; by suggesting acceptability to ways of life not considered proper by the religion; by bringing up issues after they have been resolved, and so opening up problems again for members of a community or a community; by refusing to print in the manner which the religion prefers; by showing images which are contrary to the religion's sense of propriety (e.g. Page 3 girl).

Candidates may also discuss how newspapers have targeted individuals who are religious believers.

**(4 marks) AO1**

**19 Explain how religious believers might use the internet in a positive way for their religion.**

**Target: Understanding of how religious believers might use the internet in a positive way for their religion**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Award marks according to Levels of Response for AO1 (3 marks),

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

To educate others about the faith in order to give people a proper understanding of the faith, its tenets and practices, which can lead to greater tolerance; to proselytize / promote their faith to increase number of believers; to find out more about their faith for themselves; to learn about diversity within their faith; to access services; to seek pastoral support; to find out where services / events are available to them.

Where candidate is discussing positive use which is not linked to religion, response should not be credited as this is not answering the question set. 'For their religion' can be interpreted as their own faith, or the sake of the religion they follow.

**(3 marks) AO1**



## 20 'Religions should be able to censor TV programmes.'

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 religions should be able to censor TV programmes or not

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate 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 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.	6 marks	

Marks should be awarded according to Levels of Response for AO2 (6 marks).

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

**Agree**

It would stop bias and unfairness; to ensure the correct impression is given; to guard morality of society; God should be the highest power; TV says what it wants about religions, especially in dramas, and this twists people's attitudes to religious believers; TV causes prejudice, and this would curb some of that at least.

**Other views**

They would cut out too much; it would be imposing religious attitudes on everyone – religious or not; which religion gets to censor? – they disagree on many things; could create prejudices by censoring discussion of subjects no longer taboo in society, e.g. homosexuality and sex before marriage (both condemned by many / all religions); goes against free speech.

**(6 marks) AO2**

**5 Religion and Music**

**21 Name two different types of religious music.**

**Target: Knowledge of two different kinds of religious music**

Award one mark for each type named. Must be different types. Candidate should be credited for genres or actual examples.

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

Hymns, chanting, scripture put to music, mainstream music with religious message, anthems, oratorios, ragas.

**(2 marks) AO1**

**22 ‘Religion does not need music.’**

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

**Target: Evaluation of whether or not religion needs music**

<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

Mark according to Levels of response for AO2 (3 marks).  
This is likely to be a personal response.

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

Religions started without music; music forbidden in certain religions; can distract from message; message is strong enough without music; music doesn't bring people into the religion.

Music can transform a message; music helps people understand the message (e.g. ragis in gurdwara); many hymns written which support faith; is inspired by God, so is part of the faith; can use it in worship; music can bring people together, creating a sense of unity.

**(3 marks) AO2**

**23 Explain one or more religious messages in one piece of music that you have studied.**

**Target: Knowledge of one piece of religious music, and of the religious message(s) therein**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

Expect candidates to name a piece of music, and describe it. Level 2 maximum for doing only this.

Religious symbolism / messages should be explained to reach Level 3 / 4. A good Level 4 response will provide an answer which includes the above but in good depth.

Where a candidate describes several pieces of music, the best one should be used to give marks. Where a candidate describes only religious messages (generally) then maximum Level 2.

**(4 marks) AO1**

**24 Explain how religious believers use music in worship.**

**Target: Understanding of how religions use music in worship**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

Award marks according to Levels of Response for AO1 (3 marks).

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

By singing set hymns; to sing prayers in form of music; to create a worshipful atmosphere / setting for the service; singing is a symbol of devotion; individual witnessing of faith; singing a repeated mantra to aid focus (e.g. in Buddhism); they might listen to the words, and use them to reflect on religious truths / messages.

**(3 marks) AO1**

## 25 'God inspires all music.'

**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 God inspires all music**

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate 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 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.	6 marks	

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

**Agree**

Examples of hymns suggest this to be true; music gives sense of awe; music is spiritual; many writers claim this to be true for their work; any music which is about God, or in praise of God, must be inspired at least by thinking of God, if not by God himself.

**Other views**

What about blasphemous music? What about music which encourages people to do what is not considered appropriate by religions? If God inspired the music, we would be able to read a religious message in all of it, but we can't; some music sounds terrible – not compatible with idea of God; God does not exist; music written by atheists? Lyrics of some songs incite hatred.

**(6 marks) AO2**

**6 Religion in Contemporary Society**

**26 Explain briefly what is meant by religious symbolism?**

**Target: Understanding of term symbolism**

Award one mark for a basic definition of the term. Award additional mark for use of an example and / or development of that definition.

Symbolism is the representation of something in a symbolic form; where something is used to represent something else or an idea, in this case religion.

**(2 marks) AO1**

**27 ‘Non-believers should not wear religious symbols.’**

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

**Target: Evaluation of non-believers right to wear a religious symbol**

<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

Mark according to Levels of response for AO2 (3 marks). This is likely to be a personal response.

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

Public statement of beliefs; traditional, so not relevant to non-believers; shows religion / faith as meaningless; wearing these things say a lot about an individual, e.g. it represents the core beliefs and attitudes of a person, so sends the wrong message; can make others think badly of the religion, if the behaviour of the wearer is bad; these belong to religion.

Fashion covers everything; religious symbols can have other messages than religion; freedom of choice; not hurting anyone by just wearing something; can advertise a religion; no guarantee the wearer will show disrespect to the religion or its teachings; no laws against it.

**(3 marks) AO2**

**28 Describe one type of religious community.**

**Target: Knowledge of one form of religious community**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may describe a specifically named community, or describe the generics of such communities. Candidates may describe any one of the following:**

Denominational / lay community – membership of local (church); allowed to partake in acts of worship (e.g. communion); expected to be involved in wider life of community (e.g. Spring Fayre, teaching youth, donating alms); expected to have active role in services (e.g. usher); focus is around weekly act of worship, and support for continuation of religious community / building.

Faith commune – place set up for religious ‘break’ / retreat, i.e. short term stays (usually); sense of recharging spiritual batteries; trade practical work (e.g. cleaning, cooking, teaching youth) for spiritual support (e.g. worship, private or group tuition by religious leader / monk).

Monastic community – taking vows to completely devote oneself to God, and work of God; some turn back on outside world (closed order); focus on religion and religious understanding, and own spiritual development; follow many rules, often minute detail; life of contemplation, with tasks to enable community to survive built into days.

**(4 marks) AO1**

**29 Explain why religious believers think that it is important to take part in acts of worship.**

**Target: Understanding of why it is deemed important to take part in acts of worship**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

Award marks according to Levels of Response for AO1 (3 marks).

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

Show devotion to God; cleanse sins; thank God; pray for something; vocational, if vicar, for example; tradition; influence of upbringing; sign of faith; connect with God; social aspect; pastoral aspect; learn more about faith.

**(3 marks) AO1**

**30 ‘Religious believers should keep their faith to themselves.’**

**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 believers should keep their faith to themselves or be public with it**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<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. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	5 marks	The candidate 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 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.	6 marks	

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

**Agree**

It is a personal matter; being ‘out’ about it could bring them trouble / difficulty, e.g. religious intolerance, or society’s intolerance; some religions are not accepted by the state, e.g. it is illegal to convert from Islam in Iran, and to do so carries the death penalty; people who are very open about their faith can irritate others.

**Other views**

Jesus’ disciples, for example, were told to go and tell everyone; many faiths have missionary element to them; if you are proud of your beliefs and strong in them, you are happy to be open about them; depends what you mean by ‘keep it to yourself’ – there is a difference between being open, and trying to convert everyone else.

**(6 marks) AO2**