



**General Certificate of Secondary Education
June 2012**

Religious Studies

40555

Specification B

Unit 5 *Religious Expression in Society*

Final

Mark Scheme

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

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

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

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

Quality of written communication will be assessed in each six mark A02 answer. There will no longer be a separate mark awarded to the student for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

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

1 Religion and Art

01 Explain the symbolism of one piece of art you have studied.

Target: Knowledge and understanding of the symbolism in one piece of art

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

Students may include some of the following points:

Art need not be identified, but answer must focus on symbolism within only one piece. Students should relate elements of the art and the symbolic meaning of the element, eg in Le Pieta, Mary is very young which symbolises her purity; in an icon, Jesus' clothing is red to show he suffered greatly.

(3 marks) AO1

02 What is meant by the term 'spirituality'?

Target: Knowledge and understanding of the term spirituality

Award one mark for a simple definition.

Students may include some of the following points:

Answers may include – the opposite of materialism; sense of God; being at one with nature; being in touch with one's emotions; having religious faith; believing there is more to life than money.

(1 mark) AO1

03 *‘Sculpture shows more devotion than any other form of religious art.’*

What do you think? Explain your opinion.

Target: Evaluation of whether sculpture as an artform shows more devotion than any other

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

Students may include some of the following points:

Because of time taken to make these; physical effort needed; many sculptors work whilst focusing on God, showing devotion; use in worship shows devotion.

Many sculpt for fees, not out of devotion; could be a hobby; could have done a sculpture which is later considered religious, but they didn’t do it as such in the first place.

(3 marks) AO2

04 *Explain how believers use different types of religious art. You may use examples in your answer.*

Target: Knowledge of how art is used by religious believers

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
Level 5	A detailed answer with some development and / or analysis.	5 marks

Students may include some of the following points:

In worship – to focus; for inspiration; to get / give a visual idea of what is being taught / discussed.

To decorate – a room giving a spiritual atmosphere; a religious building to emphasise beliefs.

To express their own spirituality – by creating them.

To bear witness – educating others about the faith

Responses with references to using non-religious art but interpreting it in a religious way are valid.

(5 marks) AO1

05 ***‘Religious art is anything which uses religious images.’***

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 art is so defined by the imagery it contains

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	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.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	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 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	

Students may include some of the following points:

Agree

The religious image has a symbolic message suited to a religion; pictures of Jesus, the Buddha, and of the Great Mosque at Mecca, St Paul’s Cathedral are obviously religious; all religious art uses religious images; religious images inspire people making the art religious.

Other views

Some images use religious images but are blasphemy, e.g. crucified frog; religious images have been adopted by mainstream art, and so used outside a religious context, e.g. wearing a cross or a badge with a religious leader on it but having no faith; the image can be being used in a non-religious, even blasphemous way; images not using religious imagery can be seen as religious, e.g. landscape, sunset etc; calligraphy is religious art, but often has no images at all.

(6 marks) AO2

2 Religion and Architecture

06 Give one way to recognise a piece of religious architecture.

Target: Knowledge of a religiously defining feature of a piece of architecture

Credit any relevant answer. Answers may include – the specific architecture, a sign, symbolism, purpose of it. Credit specific examples, or generic statements.

(1 mark) AO1

07 Explain what one piece of architecture you have studied teaches about God.

Target: Knowledge and understanding of what a religious edifice tells us about God

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

Students may include some of the following points:

Piece of architecture need not be identified, but answer must focus on only one piece of architecture. Students should relate elements of the piece to demonstrate teachings about God, eg church tower points to heaven; Sagrada Familia with its magnificence suggests God’s power.

(3 mark) AO1

08 *‘A place of worship can only be designed well by someone who is religious.’*

What do you think? Explain your opinion.

Target: Evaluation of whether a place of worship can be well designed by religious or non-religious people

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

Students may include some of the following points:

They have the right devotion and attitude; right intention behind the work, ie not just doing it for money; they know / understand the religion and its symbolism and can put that into their design; they have the motivation to make it the best; it is true of some buildings, like Sagrada Familia in Barcelona by Gaudi (devoted / devout Catholic); they know how the liturgy / ritual / worship is structured, so have a deeper understanding of what to include.

Most have been designed by people who have nothing to do with the place; design is a paid occupation, and that is why people do it; architects work to a specification – which is where the ideas / belief comes from, not themselves, so they don't have to be religious.

(3 marks) AO2

09 Explain how different types of architecture are used in religion. You may use examples in your answer.

Target: Knowledge and understanding of how different types of architecture are used in 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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks

Students may include some of the following points:

Places of worship used for worship, ceremonies, as a source of inspiration.

Sculptures used to educate, to show devotion to / by, as a source of inspiration.

Graveyards to show respect to the dead, hope for the afterlife; are used for funerals, for remembering the dead.

Edifices to glorify God, to inspire people, for worship / ceremonies.

Monuments to remember events / people, to glorify God / faith, to inspire, etc.

(5 marks) AO1

10 **‘Statues should not be used in 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 statues should be used in worship

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

Statues can become the focus of worship rather than what they represent; 10Cs – do not make false images; blasphemy; a statue cannot properly represent God; depends what the statue is of – some are nothing to do with or even anti-religion.

Other views

They represent God, so help people to worship; several religions use statues as a focal point of worship; many religious messages in statues; these demonstrate a person’s devotion.

(6 marks) AO2

3 Religion and Literature

11 Give one reason why a piece of literature might be called ‘religious literature’.

Target: Knowledge of one characteristic of religious literature

Students may include some of the following points:

It is about God / religion / belief / teachings; it praises God; it educates positively about religion.

(1 mark) AO1

12 Explain why believers might use religious literature in private worship. You may use examples in your answer.

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

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
Level 5	A detailed answer with some development and / or analysis.	5 marks

Students may include some of the following points:

To learn about God; to guide worship; to give structure to worship; to inspire; as a source of comfort; as a guide to behaviour; to provide specific detail for reflection or for prayer; it is the most important source of information in a religion; it may be seen as the revealed word of God; they may have been brought up to use religious literature in worship.

(5 marks) AO1

13 ***‘Writing a book that has a religious message shows devotion to God.’***

What do you think? Explain your opinion.

Target: Evaluation of whether writing a book with a religious message shows devotion to God

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

Students may include some of the following points:

People wouldn’t do it otherwise; many religious writers are trying to show their devotion through that writing; some writers actually say this is the case; using their talent to give God glory.

Many people see religious messages in things which were never intended to be religious; it is all about interpretation; may be another reason to write a religious message, e.g. to educate or explain, so intention is key.

(3 marks) AO2

14 ***Explain the religious message in one piece of religious literature you have studied.***

Target: Knowledge and understanding of the religious message in one piece of religious literature

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

Students may include some of the following points:

Piece of literature need not be identified, but answer must focus on only one piece of literature. Students should relate elements of the piece to demonstrating the religious message of each, eg in Uphill by Christina Rossetti, the journey represents the journey through life, with God as the innkeeper giving refuge to travellers; in The Lion, The Witch and the Wardrobe by CS Lewis, Aslan is sacrificed to save the world, and resurrects, which is a reflection of the sacrifice of Jesus.

(3 marks) AO1

15 **‘Religious literature can only be fully understood by religious believers.’**

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 just anyone can understand religious literature

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

Their message is too subtle for non-believers to pick up; religious people know more, so can fully understand; the literature is intended for religious people not for others; non-religious people can understand but not on the level which matters – the spiritual one; uses religious terminology which non-religious people do not understand.

Other views

Anyone can understand what is written as long as it is in their language; religious literature is often written to convert, so must be open to non-religious people; most religions teach that everyone is welcome, so the literature must be open to everyone.

(6 marks) AO2

4 Religion and Media

16 *Explain how film can be used to teach people about religion. You may use examples in your answer.*

Target: Knowledge and understanding of how film can be used to educate about 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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks

Responses without any examples should not attain above Level 3

Students may include some of the following points:

Can provide biography of leaders and founders, e.g. Jesus of Nazareth; helps people see what it is to be of that religion, e.g. I am a Muslim; explores and explains key practices, e.g. Holy Kitchens, and key beliefs, e.g. Dogma; looks at controversial and / or historical elements of the faith, e.g. Berlin 36 (German-Jewish athlete in '36 Olympics); opens hidden aspects of the faith, e.g. Into Great Silence (Cistercian monks) to help people understand rather than be suspicious / fear; shows religious people are the same as everyone else, and do have a sense of humour.

(5 marks) AO1

17 *What is meant by the term ‘indoctrination’?*

Target: Knowledge of key term indoctrination

Award one mark for a correct definition.

Students may include some of the following points:

Teaching something in a way to force belief / acceptance; rigidly the only valid view / belief allowed; not allowing something to be questioned.

(1 mark) AO1

18 *‘Religious magazines are produced only to make money.’*

What do you think? Explain your opinion.

Target: Evaluation of whether religious magazines have any purpose other than money making

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

Students may include some of the following points:

They are a business, so have to make money; many are actually published by publishing groups on behalf of religion, who are just in it to make money; could be making money for charity, so it is ok; or to raise funds for the work of the group.

Their purpose is to promote a faith; they provide a modern face of the faith; the only money-making aspect is to keep the magazine running – a secondary reason; they are an expression of spirituality.

(3 marks) AO2

19 Explain why religions might sometimes want to be able to censor newspaper content.

Target: Knowledge and understanding of why some religions want to be able to censor newspaper content

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

Students may include some of the following points:

To prevent erroneous content; to prevent slanderous content; to ensure their side is there; to protect the faith; to ensure fairness; to promote their views, ie prevent any mention of another view, to control what is said about their religion.

(3 marks) AO1

20 **‘People cannot know God through watching the TV.’**

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 people can come to know God through TV

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

Too much non-religious material on TV; some TV stuff is actually anti-belief / God; watching the news and all the disasters doesn't help you know anything positive about God at all; depends what you watch – how can you know God through a football match?; no evidence that people have revelations from the TV, it can present God in a way not accurate to a religious tradition.

Other views

About interpretation; many glimpses of religion and religious belief on TV which help us know God; may be a programme about a religion, which gives insight into what they think God is like; religious channels; acts of worship on TV.

(6 marks) AO2

5 Religion and Music

21 What is meant by the term 'revelation' in religion?

Target: Knowledge of key term revelation

Award one mark for correct definition.

Revelation is when God makes himself known to a person / people; enlightenment. Accept 'last book of the Bible'.

(1 mark) AO1

22 Explain why mainstream music may be used in worship. You may use examples from public and / or private worship in your answer.

Target: Understanding of why mainstream music may be used in worship

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
Level 5	A detailed answer with some development and / or analysis.	5 marks

Mainstream music is any music played generally e.g. pop music.

Students may include some of the following points:

It attracts younger people to worship; it is a form of spiritual expression; it modernises worship, showing worship is able to evolve; to get a message across; to help educate people; to promote the faith; it has a relevant message.

(5 marks) AO1

23 *‘Chanting religious words is pointless.’*

What do you think? Explain your opinion.

Target: Evaluation of whether chanting has a religious value 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

Students may include some of the following points:

Don't need to concentrate, so it is meaningless; might be chanting something you don't even understand; no God, so who is listening? if you chant you stop forming the words properly, so it becomes pointless as it is jibberish.

It follows a rhythm / beat which helps you focus; used in several religions as a good technique; can put you in a kind of trance to be able to understand religious truths; often the words chanted are highly symbolic, so considered to bring merit.

(3 marks) AO2

24 *Explain what can be learned about composers from their religious music.*

Target: Knowledge of what can be learned about a composer from their music

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

Expect specifics where students choose to describe a specific piece of music or composer.

Students may include some of the following points:

What religion they are; what they believe; about their religious upbringing; about their spirituality.

(3 marks) AO1

25 **‘Music leads a person to 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 music leads to God or not

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

It helps understanding of religious truths, which gets you closer to God; it can create an atmosphere to make the listener feel inspired / relaxed / closer to God; if it is was written for religious purposes, then it should do; words of song may be about God, so make you think about God; music has sense of connecting to the divine.

Other views

What about music which is blasphemous; if that was true, then everyone would know God!; you have to understand the religious message to be able to make the connection to God.

(6 marks) AO2

6 Religion in Contemporary Society

26 *‘All religious people should spend time at a faith commune.’*

What do you think? Explain your opinion.

Target: Evaluation of whether all religious people should spend time at a faith commune

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

Students may include some of the following points:

Recharge their spiritual batteries; meet others of like mind; can be openly themselves; may be part of the faith, e.g. Buddhism / Hinduism; allows full focus on faith.

Might be unnecessary, e.g. if you live in a monastery, or in a strongly religious community; might not be able to find one; question ‘all religious people’ – do some need it more than others; might just be an excuse to have fun and not focus on faith.

(3 marks) AO2

27 *Give an example of one religious symbol.*

Target: Knowledge of one religious symbol

Award mark for any naming or description of a religious symbol.

(1 mark) AO1

28 *Explain different ways in which religious believers can publicly show devotion to their faith. You may use examples in your answer.*

Target: Knowledge and understanding of how religious believers can publicly show their devotion to their faith

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
Level 5	A detailed answer with some development and / or analysis.	5 marks

Students may include some of the following points:

- What they wear – items of clothing, symbols
- What they do – behaviour, attendance to worship
- What they say – witnessing, references to faith and practice
- Belonging – membership of religious group / community

(5 marks) AO1

29 *Explain the difficulties a religious believer might have in daily life because of his or her religion.*

Target: Understanding of the difficulties a religious believer might face because of 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

Students may include some of the following points:

- Expressing it might lead to peer pressure / discrimination; they may be unable to fulfil religious commitments / duties; may need to hide their religion; may need to tolerate behaviours contrary to their religion; may have to fit in with laws which do not support their religion.

(3 marks) AO1

30 **‘A religious person should worship every day.’**

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 people should worship every day or not

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	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.
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 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 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	

Students may include some of the following points:

Agree

religious duty; shows God is most important for them; means they link with God every day – clean slate etc; puts their minds always on God so they behave morally correctly (keeps them on the right track); shows total devotion; worship should be integral part of life if you believe.

Other views

don't need to worship to be thinking of God; no need for everyday; no religious demand for daily worship; becomes less meaningful because it is a daily habit; can become overfamiliar with ritual, so it loses its specialness; God set aside one holy day – why use more.

(6 marks) AO2

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