

GCSE

RELIGIOUS STUDIES B

Unit 5 Religious Expression in Society (40555)

Mark scheme

4055

June 2014

Version 1.0 Final

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

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

Further copies of this Mark Scheme are available from aqa.org.uk

Methods of Marking

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

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, 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.

Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

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

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

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

Assessment of Spelling Punctuation and Grammar

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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

1 Religion and Art**01 Give one example of a piece of religious graffiti art.****Target: Knowledge of one example of religious graffiti art**

Credit any relevant example given, which could be descriptive, e.g. graffiti about Jesus at side of railway, or specific, e.g. graffiti of Muhammad Ali (all of his graffiti is religious), where a non-religious graffiti artist, eg Banksy is suggested, it must be an obviously religious piece of his which is given.

[1 mark] AO1**02 Explain why some religious believers think religious graffiti art is important.****Target: Knowledge and understanding of why some religious believers think religious graffiti art is important**

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

Students may include some of the following points:

It is public, so spreading message to everyone / it is a 'youthful' form of art, so attracts a younger audience / it is visually very effective, making people want to look at it / its abstract nature means it makes people think / it can represent key messages of the faith very clearly and attractively / graffiti as radical art, used to challenge authority e.g. in Latin America, etc.

[4 marks] AO1

03 'Religious art teaches people about God.'**What do you think? Explain your opinion.****Target: Evaluation of whether it is possible to teach about God through religious art**

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:

It gives a visual image of God, so people can learn what he is like / it has been used for centuries as an educational tool / artists intend to unveil God for others through their art, etc.

It might not be art about God – may be of a saint, or an event / might not understand what is being shown in the image beyond its face-value / a religious believer will only be taught about what he/she already have an understanding of, so a Christian, for example, may not increase their understanding of God through Hindu art, etc.

Include Muslim response: God cannot be represented in art / may be forbidden to represent God in any form / God is invisible / God is Spirit / limiting understanding of God / promoting a misunderstanding of God.

Two-sided answers are creditable but not required.

[3 marks] AO2

04 Explain why some art is considered to be blasphemous. Refer to example(s) in your answer.

Target: Knowledge and understanding of why some art is considered blasphemy, including knowledge of examples of this

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

Students may include some of the following points:

It shows disrespect to God / religion / it criticises / slanders the religion / it makes fun of God / it is anti-religion / anti-God / teaching important people in a faith with insufficient respect, e.g. Jesus, Mohammad, Guru Nanak, etc / making fun of religious practices e.g. salah / some people are narrow in their interpretation of art so this makes them see it as blasphemy, etc.

Accept any relevant examples given to support reasoning. Credit candidates for understanding the term.

[4 marks] AO1

05 ‘Calligraphy is the most important form of religious art.’

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

Target: Evaluation of whether calligraphy is the most important form of religious art

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

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

Agree

It is because it takes so much time and effort, so generates respect/awe/appreciation; it is beautiful; it has greater tradition within some religions, e.g. done by monks who had trained for years in Christianity; reflects the word of God (Qur’an, Bible); great expense to have this form of art done (e.g. Torah scrolls) / it is the preferred art form in Islam because visual arts are not allowed, etc.

Other views

Depends what is meant by important; many other forms of art are more accessible, therefore more important because people understand them more easily; other types of art are more available, therefore can be seen (and appreciated) by more people; aesthetically, images are more important; much calligraphy is written in a language people don’t generally understand; most important is that which inspires most awe / devotion / wonder, etc.

NB Question is about religious ART, so answers including other forms of expression are not relevant.

[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	(0 marks)

	severely hinder meaning or nothing is written.	
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2 Religion and Architecture

06 Give one example of a religious monument, other than the one shown above.

Target: Knowledge of one example of a religious monument

Credit any relevant example, which may be a general or a specific monument, e.g. monument to those who died fighting for their country, or specific, e.g. statue of Maimonides.

NB The photograph is of ‘The Jews with the Ripped out Hearts’ – the monument to the Jews in Plaszow, Poland, so do not credit this answer

[1 mark] AO1

07 ‘Religious monuments have more impact than any other form of religious architecture.’

What do you think? Explain your opinion.

Target: Evaluation of whether religious monuments have a greater impact than other forms of religious architecture.

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:

Usually bigger so visually most striking / in public, so visible and having impact on all / represent a huge monetary commitment to a key person or event, so highlighting the faith, etc.

Depends what is meant by ‘impact’ / other forms have greater impact, e.g. place of worship is central for practising of faith, therefore has key impact, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

08 Explain what might be learned about the architect from one piece of religious architecture they have designed. Refer to an example in your answer.

Target: Understanding of what is learnt about an architect from a specific piece of his / her work

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

Students may include some of the following generic points:

That the architect is religious; what religion they belong to / what beliefs they feel are important because these are shown through the work / architect has understood the needs of religious believer, etc.

In giving a specific example, the student will elaborate on those generic points, and may provide others – mark as relevant. For example, they might say that because the building has Moorish style architecture, then the architect must have studied in Spain / North Africa; they might say the architect has studied examples of this building from specific areas of the world because it looks like those, etc.

[4 marks] AO1

09 Explain how some people may be inspired by religious architecture. Refer to example(s) in your answer.

Target: Knowledge and understanding of how some people are inspired by religious architecture.

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

Students may include some of the following points:

The architecture might inspire someone to do something, whether it be to design architecture, or write or paint, / spiritual inspiration – making people see God is great, awe, wonder at the nature of God, technical details, innovation, effort indicate a celebration of creative skills etc.

The architecture reflects the inspiration of the architect, i.e. that someone was inspired by something (holy book, revelation, beliefs, attitude) to build this piece of architecture; the make-up of the architecture reflects religious details, thus showing inspiration, e.g. Sagrada Familia reflects Gaudi’s beliefs that nature is God’s creation, etc.

[4 marks] AO1

10 ‘Buildings are not important for expressing spirituality.’

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 buildings are important for expressing spirituality

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

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

Buildings are just physical spaces, whereas spirituality is the opposite of material; many buildings have nothing to do with religion or spirituality, e.g. office blocks, schools; it is what people do or think that is spiritual, rather than the actual building; it is the religion that gives the spirituality, not the building / it depends on who is looking at the building: the building could inspire a spiritual response in one person and not in another, etc.

Other views

Religious buildings reflect spiritual beliefs, therefore, are themselves spiritual which encourages / leads to the expression of spirituality / the atmosphere in religious buildings is very spiritual / places of worship are foci for the religion, and places to learn about the religion which encourages / leads to the expression of spirituality / monuments make people – religious and non – think about life and events, hence a spiritual response is generated / any building can make someone reflect, or have an emotional connection, therefore be spiritual, e.g. Anfield / the furnishing, features, decoration inside the building increase spirituality by making people think in spiritual terms, not the physical building / people coming together in the building, and the framework of working cause spiritual response / expression, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

3 Religion and Literature**11 Give one example of a religious poem.****Target: Knowledge of one religious poem**

Award one mark for any relevant example given, which may be generic, e.g. a poem about Jesus, or may be specific, e.g. 'Uphill' by Rossetti.

[1 mark] AO1

12 'God speaks to people through religious poetry.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not God speaks to people through religious poetry

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:

Many examples of poems which give religious teachings / beliefs, e.g. Uphill by Rossetti / many poems written from revelation, e.g. Psalms / guidance in poems like Footprints, acts as a voice from God / holy books contain poetry, or are written in that form, e.g. Guru Granth Sahib / if God created everything, then poems must be a medium for God / communication through the language of poetry is a God-given creative skill, celebrating man made in the image of God, etc.

Buddhism does not refer to God / poem may come from inspiration or devotion, so technically not God speaking to anyone / many poems are about a belief or nature or event, rather than God per se / God doesn't exist, so can't speak through poetry, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

13 Explain the religious message(s) in one book written by a religious believer that you have studied.

Target: Knowledge and understanding of the religious message in one book by a religious believer

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

Students should explain one message or a series of messages from a specific text they have studied. Credit any material which is relevant. For example, writing about the book 'Ancient Wisdom' by the Dalai Lama, individuals may know that their anatta is a cycle of samsara, that they can practise ahimsa in the modern world whatever our job, but have to be mindful of intention etc.

[4 marks] AO1

14 Explain how revelation has been involved in the writing of some religious literature. Refer to examples in your answer.

Target: Knowledge and understanding of the role of revelation in some religious literature

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

Students may include some of the following points:

Many holy books claim to be the result of revelation, e.g. Qur'an, Guru Granth Sahib, or be the word of God, which implies revelation, e.g. Torah, Bible / God instructs people to write his words to guide humanity / some people have a revelation and feel the need to write about it, or to then write to guide others or in praise of God / some religious literature is about making a connection with God, e.g. the work of Teresa of Avila, so leads a person to revelation, etc.

A response which describes the process of revelation leading to the production of literature, and one describing the process of revelation being induced by literature are both worthy of credit.

[4 marks] AO1

15 'Religious messages cannot be clearly communicated in books of fiction.'

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 possible for a book of fiction to convey clearly a religious message

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

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

Agree

Many books are clearly not religious and not about God / many books are anti-religious / many books are filled with material going against religion, even celebrating what is considered by religion as immoral / there is no such thing as God, and religion is fake / you have to know about religion to find it, so wouldn't notice it anyway / often the message is 'hidden' rather than clear, etc.

Other views

Depends what you mean by 'religious message' / God created everything, so the message can be found in everything if we make the right interpretation / many non-religious books have a moral message akin to that of religion, e.g. good overcoming evil / any interpretation is down to the reader, so you can read religion in anything you care to, 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 Give one example of a religious magazine.****Target: Knowledge of one religious magazine**

Award one mark for a correct answer. This may be generic ideas, e.g. magazine for Christians, or specific e.g. The Tablet.

[1 mark] AO1**17 Explain how religious magazines can support religious belief.****Target: Knowledge and understanding of the ways in which magazines can support religious belief**

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

Students may include some of the following points:

To build or increase their knowledge of their religion (history / tenets / people / events / practices) / to give visual images of their faith and its adherents / to find out businesses which can help them (e.g. kosher wedding planners, etc.) / to link them to others in the faith / to give them explanation of teachings / to help explain their religion in terms of a modern society / to give them a focused 'space' about their religion, e.g. their religion is central to the magazine rather than peripheral to modern life / promotes the faith / supports and defends the faith, etc.

[4 marks] AO1

18 ‘The Internet encourages blasphemy.’**What do you think? Explain your opinion.****Target: Evaluation of whether the Internet encourages blasphemy 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 with slight development of one.	3 marks

Students may include some of the following points:

There is so much on the Internet that it is uncontrollable / people set up sites to air their views / attitudes – including anti-religious ones / someone might put up a website which accidentally blasphemes as it represents the religion wrongly / technical problems in tracing people who have been deliberately offensive / anonymity of internet promotes blasphemy, etc.

No one has to look at these sites, if they exist, so there is no promotion / any website simply exists rather than purposely trying to do something / impossible to define blasphemy because of different religious interpretations of what counts as it / promoting reasonable debate in a democratic society / religion should be sufficiently robust to ignore / defend, etc.

Two-sided answers are creditable but not required.

[3 marks] A02

19 Explain why someone might choose to set up a religious website.

Target: Knowledge and understanding of why someone might choose to set up a religious website

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

Students may include some of the following points:

To educate others / to convert others / to put the 'correct' version of their religion / to give access to more people within the religion, e.g. an online Qur'an; because they have been inspired / they have had a revelation which has moved them to do this / they want to show their devotion / to make money / to showcase their own knowledge / travels / experiences / to fight blasphemy, etc.

[4 marks] AO1

20 'Religious films are made only to educate people.'

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 films have the sole purpose of educating people

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks

Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks
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Students may include some of the following points:

They present the religion / beliefs / practices faithfully, so help people see what it is really about / they have no anti-religious bias, so truly educate / anything they say educates first – it is the key function (conversion, etc. come later) / film-maker can only guarantee to educate, any other response is from personal interpretation, etc.

They are made to promote the faith / they show someone's devotion, e.g. The Passion of the Christ – Mel Gibson / to praise God / to entertain / to convert / might be a film with a religious message which wasn't about educating, rather does that by accident / to inspire / to get a moral message across / for money, etc.

NB candidates are more likely to use 'films' with a religious message than 'religious films' – this should be accepted and credited

[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 Give one example of a religious hymn.****Target: Knowledge of one religious hymn**

Award one mark for any correct example given. May be generic, e.g. song about Jesus, or specific, for example, The Lord's my Shepherd, The Ardas, etc.

[1 mark] AO1**22 'Hymns should be sung only in a place of worship.'****What do you think? Explain your opinion.****Target: Evaluation of whether hymns should be sung only in a place of worship**

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

Students may include some of the following points:

Hymns are songs of praise of God, so this is the most appropriate place / only religious people will sing these or be interested in them so this is the right place for them / would prevent religious prejudice as non-religious people wouldn't have to listen to them / communal singing – has greater impact when sung with others, etc.

Many hymns are beautiful and can be appreciated by all / the whole world is God's creation, so anywhere is appropriate / many hymns are sung in other contexts without an issue, e.g. 'Swing Low, Sweet Chariot' at England RFU matches, and in programmes like Britain's Got Talent / might be sung at a funeral or wedding which is not held in a place of worship / sung because of sense or meaning not where you are, etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

23 Explain the religious message(s) in any one piece of mainstream music that you have studied.

Target: Knowledge and understanding of the religious message(s) in one piece of mainstream music

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
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 several religious messages in any one piece of mainstream music. Ensure piece chosen is mainstream, and message(s) are religious. Mainstream is any popular music, which would be heard on radio (not exclusively on religious channels) or seen on music channels on satellite (again not exclusively religious channels), i.e. released for popular consumption, not for the members of a faith specifically / exclusively. Any song in this context then may be accepted.

[4 marks] AO1

24 Explain how spirituality may influence the writing of religious music.

Target: Knowledge and understanding of how spirituality may influence the writing of religious music

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

As a spiritual response to reading the Bible, hearing someone speak, seeing something in nature, or instructed from a revelation, the writer might be inspired to write the music, or the words / a person's spirituality might affect the way they word it or the style of the music / a person may be showing their devotion to God in writing this music / spirituality of a place may influence the music – if composed for a certain occasion in a certain place e.g. a cathedral, etc.

Credit responses which focus on the process of response and / or writing.

[4 marks] AO1

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

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

Provokes a spiritual response / hymns definitely do as they are about God / much classical music or wordless music moves people on a spiritual level, so can be interpreted as God/ music from scripture will make someone think of God / even a blasphemous song makes you think of God – either to agree or to reflect; will do if words mention God / whether the music makes one think of God may be to do with the feelings, emotions, situation of the person hearing it at the time, etc.

Other views

Too much of a generalisation; some songs are not about religion or God, so can't make a person think about God / if you aren't religious, you won't think of God / lots of music is just background music, and not interpreted at all by anyone / lots of people take music on face value without thinking about the words / some songs are about the opposite of God / some music makes you think about morality, but that doesn't mean it becomes linked with God 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

6 Religion in Contemporary Society**26 Give one example of religious devotion, other than the one shown above****Target: Knowledge of term devotion**

Love for someone, e.g. God, shown through giving time / energy / commitment / loyalty / dedication / money / attending acts of worship / belonging / wearing a symbol / etc.

[1 mark] AO1**27 Explain why some religious believers choose to show their beliefs in public.****Target: Knowledge and understanding of why some religious believers choose to show their beliefs in public**

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

Students may include some of the following points:

To educate others / they are proud of their faith/ to convert others / as part of a religious duty, e.g. Sikh turban, duty to bear witness / as part of a religious activity, e.g. Easter processions or Christmas carol singing / why should they hide what they believe in / to set an example and show others / they enjoy it, etc.

[4 marks] AO1

28 Explain how religious believers benefit from attending acts of worship.

Target: Knowledge and understanding of the benefits gained by religious believers through attending 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, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Sense of atonement / sense of community / social links to others / become closer to God / understand their religion and its teachings better / to be ritually pure / to be forgiven of sins / to be ready for heaven / means they know the practices better / gives discipline to their lives / sense of well-being etc.

[4 marks] AO1

29 ‘A true believer will always want to become a full member of a religion.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not only a believer will want to become a full member of a religion

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

Students may include some of the following:

They want to show their devotion / for some religions, e.g. Sikhs (Khalsa) this is important / it means a sacrifice of time and energy for their faith, which shows they really believe / sense of belonging / identity / mutual support, etc.

Depends what is meant by 'true' / depends what you mean by 'full' / some believers not appreciating organised religion / seeing it as exclusive / wanting to develop an individual relationship with God e.g. mystics who are believers but not part of a religion in a sense / full membership of a religion may have some benefits e.g. belongs / identity, mutual support / someone may not want to be associated with everything a religion stands for/religious duty etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

30 'Religious symbols are not important.'

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 symbols are important

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks

Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Everyone uses them without any intention to honour the religious meaning / many are used in business logos / most people don't understand the symbolism behind them now / most are out-dated or misunderstood – they need to be modernised to have an impact / spirituality: reminding of important beliefs without the need to explain than in words / accessible to outsiders. etc.

Other views

For religious people they are very important as they have great meaning; most people – religious or non-religious recognise key religious symbols and know the basic meaning behind them / most people use these symbols respectfully / they are important to show off a belief / they link to the past and tradition, which is important / symbols have a meaning forever / if just one person thinks they are important, it means they are / fashion use of symbols shows they are important / can be universal – not language dependent, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>