



**General Certificate of Secondary Education  
June 2011**

**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 candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

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

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. 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 candidate 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 candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

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

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 candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (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 candidate's response.

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

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

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in each six mark A02 answer. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate 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****1 Explain briefly what is meant by the term 'religious art'.****Target: Understanding of term religious art**

Award one mark for a simple comment or a simple point. Award two marks for a developed answer or more than one point.

Religious art is art which has a religious message within it, i.e. which is designed to present a religious / faith message. Art which reflects or is a result of religious devotion. Art which inspires religious belief in the viewer. Examples might include Da Vinci – Last Supper, or any other appropriate (and obvious) work of art. Full credit can be given without an example, if there is a clear explanation as above.

**(2 marks) AO1****2 Explain how spirituality influences the creation of religious art.****Target: Knowledge and understanding of the influence of spirituality in the creation of religious art**

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

Where a candidate discusses only the physical production of art, award Level 1 maximum.

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

Credit answers which describe the spiritual process involved in production of religious art, that people are inspired by religion to create art; that people feel they must create art to show their beliefs and their devotion to them; that people show their devotion to religion by creating art; that people believe they have met God, and this leads them to create art; that people produce art as an act of worship.

**(3 marks) AO1**

**3      ‘Graffiti is a good way to get religious messages across to people.’*****What do you think? Explain your opinion.*****Target: Evaluation of whether graffiti is good at getting religious messages across to people**

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

NB – Candidates may answer this from one point of view, or more points of view, and still attain Level 3.

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

It is in public, so available to everyone; it is often very ornate / colourful, so attracts people’s attention; is particularly attractive to young people, so gets a particular audience which is lacking in some faiths.

It is illegal, so should not be used as a medium; considered an eyesore, so would not be taken notice of; often difficult to understand because of the stylisation involved; depends what is meant by ‘good’ – could be good art, but not effective in conveying a message.

**(3 marks)      AO2**

**4 Explain why some religious believers think that calligraphy is important.**

**Target: Understanding of why religious believers think calligraphy is important**

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

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

The connected illustrations as in Bibles gives visual imagery to religious ideas which helps believers' understanding; it is an expression of belief and spirituality; it shows great devotion because of the time taken; it is an aid to worship; it has extra monetary value because of its visual nature and the time taken; it may be their own expression of faith, so has a personal value; it is a traditional format in many religions; it was the only form available for much of history; it links beautiful writing to the beautiful word of God; in Islam, calligraphy encouraged because the art is non-representative; because it is in words, it is easier than the other forms.

**(4 marks) AO1**

**5** ***‘Religious art is meaningless unless you are a religious believer.’***

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

**Target: Evaluation of whether religious art can be appreciated by anyone or just by religious people**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	



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

**Agree**

They have the background knowledge to recognise and interpret symbolism and images; they have the interest in these works of art; only someone who believes in a religion can truly appreciate the art representing it; the works of art were created for believers; familiarity of the images links to what they already know, making it easier to appreciate and comprehend; often only found in places of worship, so only religious people would see it; God opens people's eyes to allow them to appreciate it.

**Other views**

Art is for all, so anyone can appreciate it; you don't need a personal belief to be able to read some art, especially when it is not abstract; depends what counts as appreciating it, because anyone can appreciate a work of art, even those who disagree with the message in it; these works of art are often on public view; appreciation is in the eye of the beholder; not all pieces of art were intended as religious, but they have been appreciated by religious people; the art could inspire someone to turn to a faith; not all religious people appreciate art / some art.

**(6 marks) AO2**

**2 Religion and Architecture**

**6 Explain briefly how religious statues show a believer's devotion.**

**Target: Understanding how religious statues reflect the devotion of believers**

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

That a believer creates, or has made, a statue to show their sense of devotion to their religion; that the beauty or value of a statue shows the level of devotion of the sculptor / financier to others. Examples might include, for example, Michelangelo's Pieta, but credit should be given for a description without naming a particular statue. Accept responses which are focused around responses of believers to the statue. E.g. praying to it, making offerings to it, making a journey to it.

Award one mark for a superficial comment or a single point.  
Award additional mark for a developed answer, or more than one point.

**(2 marks) AO1**

**7 Explain the religious importance of a monument you have studied.****Target: Knowledge and understanding of one example of a religious monument**

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

Candidates need not describe a monument the examiner recognises. Responses may include – to name the monument, describe what it looks like, what it demonstrates (religious message), information about the motivation of the maker.

**(3 marks) AO1****8 ‘Religious believers should not waste money on gravestones.’****What do you think? Explain your opinion.****Target: Evaluation of whether gravestones are a waste of money**

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

NB – Candidates may answer this from one point of view, or more points of view, and still attain Level 3.

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

The dead don’t need anything material; many graves are not looked after; the cost could be donated to charity; the cost could have been given to religion on the dead person’s behalf (thoughts of afterlife); could be a way of showing off / a status symbol which is not appropriate.

It shows a family’s respect and love for the lost one; it marks their life on earth; it is traditional in many religions; people want them to mark their own graves / passing, so it is no one else’s business to dictate; creating religious symbols therefore not wasting money.

**(3 marks) AO2**

**9 Explain why religious architecture is important.****Target: Understanding of why religious architecture is important**

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

Candidates may answer generically, or by using one or more specific religions to make / illustrate their points.

Candidates may also focus on general reasons why religious architecture is important, or look at each type separately.

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

Places of worship provide focal point for worship for the community, and for general purposes, including centralising services provided by a faith community; places of worship are a home of God, so valuable in many different ways; existence of places of worship is demanded by scripture; creates holy space, separate to material world; any religious architecture shows devotion to God by community / individual; traditional through history to build monuments, etc; creates an advert for the religion or an event / character in the history of the religion; graveyard architecture shows respect to the dead; marks a holy site / place of pilgrimage; reflects beliefs of architect / community.

**(4 marks) AO1**

**10 ‘Religions should share buildings for worship.’**

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

**Target: Evaluation of whether one religious building could suit all people**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Too many buildings exist which are poorly attended – this would be a better use of buildings / land; would mean lots of money could be diverted to charity / community work, as fits the teachings of many religions; concept of all religions being different but valid routes to one truth, so all could share a building; could have one building with sections for different religions to allow for differences in beliefs / expression; would encourage dialogue between religions, and hence harmony in communities.

**Other views**

Religions express themselves too differently to share a building; what about religions who disagree even with the existence of others, e.g. Islam against non-Judeo-Christian traditions; buildings come from private not public funding, so it is up to the community; logistics of sharing a building make it very difficult, if not impossible; would the existence of another 'faithspace' in a building make that building 'unholy' for some people?; different images cause confusion; Hindu statues would be blasphemy to Muslims.

**(6 marks) AO2**

**3 Religion and Literature**

**11 Give two different types of religious literature.**

**Target: Knowledge of examples of different types of religious literature**

Award one mark for each correct answer.

Candidates may give specific titles, or genres.

Responses may include – books by religious leaders, holy books, religious poetry, religious fiction, hymn books (genres); or, as examples, the Bible, 'The Art of Happiness' by the Dalai Lama, 'The Lion, the Witch and the Wardrobe' by CS Lewis (specifics).

Accept 'poems', 'prose'.

'Do not credit the same type twice, e.g. The Bible, the Qur'an = 1 mark.

**(2 marks) AO1**

**12 Explain how literature written by religious leaders can help people in their faith.**

**Target: Understanding of how literature written by religious leaders can help believers with their belief**

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

Candidates may answer from specifics, i.e. how reading 'Humanae Vitae' helps a believer understand how to live in the modern world as a good Catholic; or in generic terms.

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

The specific teachings are often explained and applied to the modern world, so that a believer can live a religious life; religious leaders are role models, so their words have great influence on believers; these works explain holy books, so full meaning is gained; these works explain how to deal with issues not mentioned in holy books; a believer might gain religious insight / enlightenment from reading these works; they are an aid to worship; they can educate re the history of a religion and its customs; answers questions / arguments brought up to challenge faith / religion.

**(3 marks) AO1**

**13** ***‘Only the writer can fully understand the religious message in what they have written.’***

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

**Target:** Evaluation of whether anyone can know the religious message in a piece of literature other than the writer

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

NB – Candidates may answer this from one point of view, or more points of view, and still attain Level 3.

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

The writer knows exactly what they meant; words cannot truly express spiritual ideas, so only the writer truly knows; words can be interpreted in many ways, so only the writer knows the pure, original message.

If you can read and have intelligence, you can work out what a writer is trying to say; writers want the reader to understand, so they make that possible in the way they write; people today can understand holy books and other religious literature which were written hundreds / thousands of years ago, so it must be possible for anyone to comprehend the messages as they are still used today; God helps people to understand; the writer may not have deliberately written a religious book but someone else interprets it that way.

**(3 marks) AO2**

**14 Explain why revelation might be important in religious literature.**

**Target: Understanding of why revelation might be important in religious literature**

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

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

God reveals himself to people, and this leads to the writing of holy books and other religious texts; the holy books, e.g. Qur'an, give the actual words of God, this comes from revelation; without meeting God and hearing God's words, the message cannot be authentic / authoritative; revelation makes the book have highest prestige of all books.

**(4 marks) AO1**



**15** ***‘Religious poems written by children are just as good as those found in religious books.’***

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

**Target: Evaluation of the relative values of religious poems from children and from tradition**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Both about religion / for different audiences / depends who for, as many poems in religious books are not accessible to non-religious, or less experienced / educated people / surely it is the sentiment rather than the words / children's poetry often purer because they are 'innocent' / all are equal before God, so a contribution must also be equal.

**Other views**

Children lack education to fully understand / comprehend, so their poems must be limited / poems in religious books are often very famous / many poems in religious books have stood the test of time / poems are often written by people with great religious education / theological know-how, so have a better / stronger message / if a poem is in a book, it must be better than one just written on paper.

**(6 marks) AO2**

**4 Religion and Media**

**16 Explain how documentaries may be helpful to a religion.**

**Target: Understanding of how religions have used documentaries in their religion**

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

Candidates may answer from specifics, i.e. how watching a documentary about hajj helps a Muslim appreciate participation in hajj if they themselves cannot actually go, or in generic terms.

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

As an education tool, e.g. learn more about the history of the faith, or about the application of the religious message in the modern world; as a way to let other people understand clearly religious attitudes on different issues, which can then mean greater tolerance; to spread their religious message; to counter negative attitudes to the religion in society.

**(3 marks) AO1**

**17 Give two examples of media produced for religious believers.**

**Target: Knowledge of kinds of media produced for religious believers**

Award one mark for each correct / relevant example given.

Responses may include – religious newspaper; religious TV programme; religious satellite channel; religious website (i.e. generic). Also – Jewish Telegraph; Sikhnet.net; God Channel (i.e. named examples).

**(2 marks) AO1**

**18 ‘Spirituality is not relevant in the modern world.’**

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

**Target: Evaluation of whether spirituality is relevant in the modern world**

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

NB – Candidates may answer this from one point of view, or more points of view, and still attain Level 3.

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

Young people are less interested in religion, suggests spirituality is going out of fashion; spirituality does not pay for living in the world today, so isn't practical in today's world; for atheists, there is nothing to believe in; our world is based on materialism, so that is what everyone measures success by, and set their values by.

Most people follow a religion; need an alternative to materialism; many people who are not religious would still call themselves spiritual; spirituality leads to a greater sense of well-being and inner peace than materialism can offer; gives people a focus in their life; is free, so available to everyone; leads to harmony in the world.

**(3 marks) AO2**

**19 Explain the religious message(s) in one piece of media you have studied.**

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

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

Candidates need not describe a piece of media the examiner recognises.

Responses may include – to name the piece, describe what it looks like, the religious message(s) in the piece, information about the motivation of the producer / sponsor.

Level 1 maximum for simple naming of or simplistic description of the piece (as long as it is obviously religious, if not known to the examiner). Level 3 should not be awarded unless the candidate has demonstrated the religious messages in the piece.

**(4 marks) AO1**

**20 ‘TV programmes should not make fun of religion.’**

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

**Target: Evaluation of whether TV programmes should make fun of religion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Disrespectful; is offensive to some people; makes (young) people think religion is nothing worth valuing; often linked to presenting a message which is not fair or appropriate re the religion; can lead to disharmony between groups of people (to the extent of the Muhammad cartoon protests); it does depend on the extent of the 'make fun' and the context of the day, as 'making fun of' can equate to persecution.

**Other view**

If there is no malice intended, there should be no problem; since nothing else is protected, why should religion be; much of the humour is light hearted; not everyone is religious, so religion should not be able to control the media; religion does not own the media; freedom of speech; Free Will – God will decide if there is to be a punishment as he is the judge of all; depends on the extent of 'making fun of'.

**(6 marks) AO2**

**5 Religion and Music**

**21 Explain briefly what is meant by religious music.**

**Target: Understanding of term religious music**

Award one mark for a superficial comment or a single point.  
Award two marks for developed answer, or more than one point.

Religious music is music which has been written for worship, or has been written to present a religious message to the listener, or has been written to show devotion to God; e.g. hymn

**(2 marks) AO1**

**22 Explain the religious message(s) in one piece of music you have studied.****Target: Knowledge of the religious message in one piece of music**

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

Candidates need not describe a piece of religious music the examiner recognises. Also candidates need not describe a piece of music which is overtly religious – they can use any form of music because it is the message which is key to this question rather than the musical form.

Responses may include – to name the piece of music, describe any lyrics which can be construed as religious, the religious messages in the piece, information about the motivation of the musician.

Level 1 maximum for simple naming of or simplistic description of a piece of music (which must be obviously religious). Level 3 should not be awarded unless the candidate has demonstrated the religious significance of this piece of music.

**(3 marks) AO1**

**23** ***‘In religious music, the words are more important than the music.’******What do you think? Explain your opinion.*****Target: Evaluation of whether the words are more important than the music in religious music**

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

NB – Candidates may answer this from one point of view, or more points of view, and still attain Level 3.

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

The words tell the message clearly, whereas the music is up to the interpretation of the listener; words give a message, which is less able to be manipulated in terms of when used; when you have words and music, it is the words that have primary importance.

The music is often what we remember, rather than the words; the music can be much more emotive than the words; we can make our own understanding of music, whereas we can only understand words in our own language.

**(3 marks) AO2****24** ***Explain why hymns may be important in worship.*****Target: Understanding of why hymns may be important in worship**

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

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

To allow people to show their devotion; as a focal part of worship; to co-ordinate worship; to help understand religious messages from holy books; they are an expression of faith by the writer; to praise God; communal element – everyone can join in; creates a joyous atmosphere; traditional and historical aspect of worship; hymns embody religious belief; educational aspect, e.g. carols; some have a specific spiritual relevance for some people.

**(4 marks) AO1**



**25      ‘Music is unnecessary in worship.’**

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

**Target: Evaluation of whether music is necessary in worship**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

The important message is in the holy book readings, or the sermon; some forms of worship do not include music, so it mustn't be necessary; music is a distraction; music is entertainment not worship; some religious believers believe music to be the work of Satan; depends what music you mean – some is anti-religious.

**Other views**

Music makes the atmosphere; much music is written for religious/worship purposes; hymns are an act of worship; for young people, music can be very important and helps them engage in the worship; music can be integral to worship, e.g. in Sufism.

**(6 marks) AO2**

**6 Religious Expression in Society**

**26 Explain why some religious believers wear symbols of their faith.**

**Target: Understanding of why some religious believers wear symbols of their faith**

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

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

To tell others what they believe; to remind themselves of key elements of their belief; because their religion says they have to, i.e. religious duty; to have a sense of God with them; outward expression of inner beliefs; sense of belonging.

**(3 marks) AO1**

**27      *Name two items religious believers might wear to show their faith.***

**Target: Knowledge of two religious symbols which might be worn by a believer**

Award one mark per correct / relevant symbol.

Responses may include –

**Buddhism** – prayer beads (mala); token / badge of Buddha / Dalai Lama / teacher; monks robes; katag (prayer scarf)

**Christianity** – necklace with cross / crucifix; badge – cross / crucifix / fish / ichthus; religious robes (monk, dog collar); rosary / comboloy

**Hinduism** – sacred thread; tilak

**Islam** – prayer beads (tasbi); prayer caps; badge with calligraphy from Qur'an; hijab (veil)

**Judaism** – badge with menorah / Star of David; prayer hat (yarmulke, kippah); prayer shawl

**Sikhism** – turban; dagger (kirpan); bracelet (kangha); comb; shorts (kachera); badge with dagger / ik onkar / khanda

Also accept responses which have a secular item which has a religious message eg wearing an 'I love Jews' badge. Also accept 'wearing item of clothing with symbol of faith on it.'

**(2 marks)      AO1**

**28      ‘Worshipping with others is better than worshipping alone.’*****What do you think? Explain your opinion.*****Target: Evaluation of whether religious people should attend corporate acts of worship or not**

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

NB – Candidates may answer this from one point of view, or more points of view, and still attain Level 3.

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

Most worship is designed to be done with others; highest levels of worship in some religions are corporate acts, e.g. minyan needed in Judaism; tradition in faith; duty to worship with others; learn from others; ensures the worship is done correctly and properly; takes greater devotion to make the effort to go and be with others whilst worshipping; pastoral element.

Can attend but not engage spiritually, whereas in individual worship, you always engage; great discipline shown to worship alone; true expression of one's spirituality and feelings when done alone; Buddhism has much individual worship, and the Buddha said to rely on only oneself, suggesting individual worship is best; allows greatest flexibility of worship (time / place / methodology); upbringing.

**(3 marks)      AO2**

**29 Explain why some believers think that it is important to be a member of a religion.**

**Target: Understanding of why some religious believers think it is important to have formal membership of a religion**

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

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

Shows greater devotion to commit oneself; initiates someone into the next level, with the accompanying benefits, e.g. communion; marks a new phase in life; signals greater participation in a religious life; tradition within religion, e.g. Khalsa membership; sense of belonging; pastoral element; upbringing.

**(4 marks) AO1**

**30** ***‘Living in a monastery shows the greatest devotion to God.’***

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

**Target: Evaluation of whether living in a monastery is the greatest act of devotion to God or not**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following responses**

**Agree**

You give up the material world for the religion, i.e. biggest commitment; whole life is focused on religion and pursuit of religious truth; devoting every bit of time to God; no distractions from being married/having a family.

**Other views**

Could join a monastery to escape the world, so it doesn't show devotion; monastery is rarefied atmosphere, it is more difficult to follow a religious path in ordinary society, so to do that shows greater commitment because of having to face distractions; have many other things to manage in ordinary life, e.g. family and job, so it is a greater effort of devotion in the ordinary world; not all monks live in monasteries, many live in the community.

**(6 marks) AO2**

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