

**Published Mark Schemes for  
GCE AS Religious Studies**

**January 2009**

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# NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)

## MARK SCHEMES (2009)

### Foreword

#### *Introduction*

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

#### *The Purpose of Mark Schemes*

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



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## **Religious Studies**

**Assessment Unit AS 1**

*assessing*

An Introduction to the  
Gospel of Luke

**[AR111]**

**THURSDAY 15 JANUARY, AFTERNOON**

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# **MARK SCHEME**

## Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.



## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- A full response to the task.
- Demonstrates a high level of accurate knowledge and comprehensive understanding.
- Uses a very good range of relevant evidence and examples.
- A mature style of writing demonstrating a clear and coherent structure.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- A reasonably full response to the task.
- Demonstrates a very good level of accurate knowledge and understanding.
- Uses a good range of relevant evidence and examples.
- A reasonably mature style of writing demonstrating a clear and coherent structure.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- A good response to the task.
- Demonstrates a good level of accurate knowledge and understanding.
- Uses a range of relevant evidence and examples.
- An appropriate and reasonably coherent style of writing.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- A limited response to the task.
- Demonstrates little accurate knowledge and understanding.
- Uses a limited range of evidence and examples.
- Style of writing is just appropriate to the task and may lack coherence in places.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- A very basic response to the task.
- Demonstrates minimal knowledge and understanding.
- Very little use of evidence or examples.
- Style of writing is such that there is very little coherence or structure.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- A full and coherent response.
- Demonstrating a very good attempt at critical analysis.
- Very good reference to other points of view.
- Highly accurate and fluent.
- Very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- A reasonably full response.
- Demonstrating a good attempt at critical analysis.
- Good reference to other points of view.
- Accurate and fluent.
- Good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

## **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a) Knowledge and understanding could include, e.g.
- Evidence for an early date of the gospel (50–60 AD); Luke and Acts seem to have same author; arguments that Acts was written before 62 AD and that the gospel was written before Acts; Acts early or primitive content. Counter claims that Luke did not have to include events after 62 AD
  - Evidence for an intermediate date (75–85 AD); references to destruction of Jerusalem; use of Mark’s Gospel; mention of Simon the Zealot – possibly post 73 AD; theology shows signs of being later and more developed than Mark’s gospel
  - Evidence for a late date (90–110 AD); debate around Luke’s use of Josephus’ Antiquities of the Jews written circa 94 AD; similarities with John’s gospel point to a late first century date

[35]

- (b) An exploration of the view could include, e.g.
- Evidence that Luke was writing an historical account for example in the prologue – “a careful investigation ... an orderly account ... a full and reliable account”
  - The six-fold dating in chapter 3:1 “fifteenth year of Tiberias Caesar . . . .” rooting events in a specific time
  - Arguments against the accuracy of his account may be considered regarding the census and Quirinius
  - Some consideration of other purposes, e.g. to correct misunderstandings about Christianity; to spread the Good News of Jesus’ life, death and resurrection

[15]

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- 2 (a) Knowledge and understanding could include, e.g.
- Detailed knowledge of the narratives of two of the following – Good Samaritan (10: 25–37), Great Feast (14: 12–24), Lost Son (15: 11–32), Rich man and Lazarus (16: 19–31), Pharisee and Tax-collector (18: 9–14)
  - Discussion of the audience to whom the parables were aimed and any response
  - An exploration of the characters within the parables
  - Discussion of the main themes within the respective parables – forgiveness, mercy, compassion
- [35]

- (b) An exploration of the claim could include, e.g.
- A consideration of the use of parables as a method of teaching, e.g. types of parables; allegorical, similitudes
  - Difficulties interpreting parables, e.g. imagery used
  - A consideration of the main message of mercy which is present in the chosen parables and its importance in the teaching of Jesus
  - A consideration of other messages that may be evident within these parables, e.g. humility, discipleship, forgiveness, compassion, universalism, wealth and poverty or other relevant examples
- [15]

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- 3 (a)** Knowledge and understanding could include, e.g.
- Detailed knowledge of the narrative in Luke 23: 1–25
  - Comments on Pontius Pilate and Herod; their respective roles in Palestine; Herod as tetrarch, puppet ruler of the Romans, Pilate the Roman governor, sentences Jesus to death;
  - Evidence for the innocence of Jesus and Luke’s emphasis on the responsibility for the death of Jesus placed on the religious leaders
  - Pilate and Herod become friends, united in opposition to Jesus

[35]

- (b)** An exploration of the view in relation to other aspects of human experience could include, e.g.
- Consideration of the view in relation to other aspects of human experience
  - An open ended response citing relevant contemporary and/or historical examples
  - Religion involves all of life, therefore will relate to politics
  - Candidates may consider the arguments for and against becoming involved in political issues such as war and moral issues, e.g. abortion, justice for criminals
  - A consideration of the necessity for Christians to follow their conscience before any state law and the possibility of conflict between the two
  - Tension may result if laws are unfair and unjust and Christians feel they must oppose them
  - Arguments allowing for personal and private choices regarding politics

[15]

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- 4 (a) Knowledge and understanding could include, e.g.
- A detailed account of the narratives in Luke 7: 1–10 and 8: 22–25
  - Some discussion of the contrasting faith of the centurion and lack of faith of the disciples
  - Jesus’ concern for non-Jews and the universal nature of the kingdom
  - The power of Jesus, e.g. servant healed from a distance, storm calmed
  - A discussion of the social conventions present at the time regarding Jews and Gentiles

[35]

- (b) An exploration of the view in relation to other aspects of human experience could include, e.g.
- An open ended response citing relevant contemporary and/or historical examples
  - A consideration of the place of miracle in the world – past and present
  - Reference to advances in science and technology and/or subsequent decline in religious belief
  - Evidence for “miracles” in the world – new life; new scientific discoveries, personal conversion, miraculous healings
  - People putting their faith in doctors and medicine for healing today

[15]

50

**Total**

**100**





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## **Religious Studies**

**Assessment Unit AS 2**

*assessing*

An Introduction to  
the Acts of the Apostles

**[AR121]**

**THURSDAY 15 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

## Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- A full response to the task.
- Demonstrates a high level of accurate knowledge and comprehensive understanding.
- Uses a very good range of relevant evidence and examples.
- A mature style of writing demonstrating a clear and coherent structure.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- A reasonably full response to the task.
- Demonstrates a very good level of accurate knowledge and understanding.
- Uses a good range of relevant evidence and examples.
- A reasonably mature style of writing demonstrating a clear and coherent structure.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- A good response to the task.
- Demonstrates a good level of accurate knowledge and understanding.
- Uses a range of relevant evidence and examples.
- An appropriate and reasonably coherent style of writing.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- A limited response to the task.
- Demonstrates little accurate knowledge and understanding.
- Uses a limited range of evidence and examples.
- Style of writing is just appropriate to the task and may lack coherence in places.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- A very basic response to the task.
- Demonstrates minimal knowledge and understanding.
- Very little use of evidence or examples.
- Style of writing is such that there is very little coherence or structure.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- A full and coherent response.
- Demonstrating a very good attempt at critical analysis.
- Very good reference to other points of view.
- Highly accurate and fluent.
- Very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a very wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- A reasonably full response.
- Demonstrating a good attempt at critical analysis.
- Good reference to other points of view.
- Accurate and fluent.
- Good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

### **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a)** An account could include, e.g.
- consideration of the three suggested dates (before AD 64, AD 70–85, 2<sup>nd</sup> century)
  - internal arguments: no mention of the fall of Jerusalem, persecution under Nero, martyrdom of James, death of Paul, primitive issues being dealt with, nature of theological language being used, presentation of relations with the Roman state
  - external arguments: no knowledge of Paul's letters, dating of Luke's gospel and also Mark's gospel, death of Luke, Josephus, similarities to Justin
  - the problems connected with dating ancient documents
  - outline of scholarly debate
- [35]
- (b)** A discussion of the claim may include, e.g.
- the value of understanding the arguments surrounding the purpose of Acts
  - a discussion of various purposes, e.g. to show how the gospel reached Rome; a history book of the early church; a defence for Paul's trials
  - contrast with the value of a study of the suggested dates for the Book of Acts
  - issues related to reliability of Acts
- [15]
- 2 (a)** A description and explanation of the significance may include events at the following locations, e.g.
- Paul and Barnabas sent off from Jerusalem
  - Cyprus
  - Perga
  - Pisidian Antioch
  - Iconium
  - Lystra and Derbe
- [35]
- (b)** A discussion of the claim may include, e.g.
- examples of how Paul spread the gospel in various locations on his three missionary journeys
  - significance of Paul's arrival in Rome, the centre of the then known world
  - examples of others who fulfilled the commission: Philip, Peter, Stephen
- [15]

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		AVAILABLE MARKS
<p><b>3 (a)</b> An explanation may include the following events, e.g.</p> <ul style="list-style-type: none"> <li>• Peter at Pentecost</li> <li>• Peter’s speech in Solomon’s Colonnade following the healing of the lame man</li> <li>• Peter before the Sanhedrin</li> <li>• aftermath of healing of Aeneas and Dorcas</li> <li>• Peter and Cornelius</li> </ul>	[35]	
<p><b>(b)</b> An exploration of the claim in relation to other aspects of human experience may include, e.g.</p> <ul style="list-style-type: none"> <li>• an open-ended response citing relevant contemporary and/or historical examples</li> <li>• examples of people in authority in religion</li> <li>• the purpose of authority or leadership in religion</li> <li>• the role of leadership/authority in religion. What do leaders do? How does religion benefit from this?</li> <li>• problems arising from authority</li> <li>• spread of religion linked to authority</li> </ul>	[15]	50
<p><b>4 (a)</b> A description may include, e.g.</p> <ul style="list-style-type: none"> <li>• the nature of the church – its life and worship</li> <li>• Peter’s instructions and the believers’ response (Acts 2)</li> <li>• life among the believers; prayer, breaking of bread, sharing (Acts 2)</li> <li>• specific incidents over sharing of possessions (Acts 5)</li> <li>• reasons for organisation (Acts 6)</li> <li>• role of apostle, deacon, elder</li> </ul>	[35]	
<p><b>(b)</b> An exploration of the claim in relation to other aspects of human experience may include, e.g.</p> <ul style="list-style-type: none"> <li>• an open-ended response citing relevant contemporary and/or historical examples</li> <li>• emphasis on fellowship</li> <li>• attitude to breaking of bread</li> <li>• less emphasis on the “building”</li> <li>• guided by the power and wisdom of the Holy Spirit</li> <li>• organisation developed as the need arose</li> <li>• the extent to which the church may have moved away from the early church model</li> </ul>	[15]	50
<b>Total</b>		<b>100</b>





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## **Religious Studies**

### **Assessment Unit AS 3**

*assessing*

**An Introduction to Old Testament  
Covenant and Prophecy**

**[AR131]**

**THURSDAY 15 JANUARY, AFTERNOON**

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# **MARK SCHEME**

## Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- A full response to the task.
- Demonstrates a high level of accurate knowledge and comprehensive understanding.
- Uses a very good range of relevant evidence and examples.
- A mature style of writing demonstrating a clear and coherent structure.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- A reasonably full response to the task.
- Demonstrates a very good level of accurate knowledge and understanding.
- Uses a good range of relevant evidence and examples.
- A reasonably mature style of writing demonstrating a clear and coherent structure.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- A good response to the task.
- Demonstrates a good level of accurate knowledge and understanding.
- Uses a range of relevant evidence and examples.
- An appropriate and reasonably coherent style of writing.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- A limited response to the task.
- Demonstrates little accurate knowledge and understanding.
- Uses a limited range of evidence and examples.
- Style of writing is just appropriate to the task and may lack coherence in places.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- A very basic response to the task.
- Demonstrates minimal knowledge and understanding.
- Very little use of evidence or examples.
- Style of writing is such that there is very little coherence or structure.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- A full and coherent response.
- Demonstrating a very good attempt at critical analysis.
- Very good reference to other points of view.
- Highly accurate and fluent.
- Very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a very wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- A reasonably full response.
- Demonstrating a good attempt at critical analysis.
- Good reference to other points of view.
- Accurate and fluent.
- Good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

### **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a) An explanation may include some of the following, e.g.
- Personal background of Abraham
  - Initiation of the covenant relationship by Yahweh
  - Promissory and unconditional nature of the Abrahamic covenant
  - Challenge to Abraham and his response of trust and faith
  - Origin of Monotheism in Israel
  - Election of the Jews as the “Chosen People” to serve God’s saving purpose in history
  - Act of circumcision as a sign of the covenant
  - Uniqueness of early Israelite society amongst her pagan contemporaries

[35]

- (b) An exploration of the view may include, e.g.
- God’s covenant with Abraham initiated a covenant relationship
  - Established the Hebrew faith as monotheistic
  - Signalled the election of a people specifically chosen by God to fulfil His will
  - Provided a land for God’s people and promised generations to follow. Indication of a people specially blessed by God
  - Mosaic Covenant reaffirmed the election of Israel as a chosen people
  - Signalled the emergence of ethical monotheism
  - Gave special responsibilities, namely obedience to the religious and social laws given by God
  - Included sanctions
  - Included a covenant code necessary for community life
  - Consideration of the importance of any other covenant studied, e.g. The Davidic Covenant

[15]

50

- 2 (a) A description may include, e.g.
- Context of contest: Jezebel and her contempt for monotheism, Elijah and his defence of Israel's faith
  - Reference to the drought and its significance
  - Meeting of Elijah and Ahab
  - Knowledge and explanation of the contest at Mount Carmel
  - Commentary on the significance of the contest
  - Ending of the drought
  - Jezebel's response
- [35]
- (b) An exploration of the view may include, e.g.
- Covenant of Moses demanded the worship of one true God but also righteousness and social justice between people
  - Reference to the account of Naboth's vineyard to illustrate Elijah's concern for justice
  - Comparison of the values of Israel's faith to that of the pagan world
  - All the commandments were regarded as religious regulations because Yahweh was interested not just in how people related to Him but also in how they related to each other
  - Much of Elijah's mission was to encourage the people to worship Yahweh and not Baal, e.g. the drought and the events of Mt. Carmel. However there was also a social dimension to his work, e.g. Naboth's vineyard
- [15]

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- 3 (a) An explanation may include some of the following, e.g.
- Context of Hosea’s teachings
  - Reference to religious and social sins and the breaking of the covenant
  - Symbolism of marriage to Gomer and the children’s names
  - Yahweh as a righteous judge
  - Yahweh as a loving, merciful and forgiving God and the renewal of the covenant
  - A loving Father

[35]

- (b) An exploration of the claim in relation to other aspects of human experience may include, e.g.
- An open-ended response citing relevant contemporary and/or historical examples
  - Forgiveness as an illustration of love in human relationships, e.g. Marriage, Family
  - Forgiveness as an illustration of love in extreme circumstances e.g. John Paul II, Gordon Wilson
  - Reference to Religious leaders or founders who taught by word and example that forgiveness is an extension of love e.g. Jesus in the New Testament
  - Importance of forgiveness set in the context of Christian love in Church teaching and literature
  - View that love can still have meaning without forgiveness, e.g. In human relationships is it possible to love without forgiving? In society is it possible to love a person without forgiving them?

[15]

50



- 4 (a) An account may include some of the following, e.g.
- True and False worship
  - Relationship between cult and conduct
  - Righteousness
  - Condemnation of social injustice and corruption
  - Paganism and the condemnation of religious leaders
  - Song of the Vineyard
  - Concept of the holiness of God and sin of humanity
  - Judgement, The Remnant and Messianic Oracles
- [35]
- (b) An exploration of the view in relation to other aspects of human experience may include, e.g.
- An open-ended response citing relevant contemporary and/or historical examples
  - Examples of religious and social sins in society
  - Reference to injustice and corruption
  - Extent to which sin is an issue for religious believers
  - Role of religious leaders in calling people to live a holy and moral life
  - Responsibility of all religious people to challenge sin where they find it, e.g. the workplace, in the home, in school, in the community
  - Extent to which sin is an issue in a secular society
  - Duty of the religious believer to strive for personal holiness and seek forgiveness from God to whom all religious are accountable
- [15]

**Total**

**AVAILABLE  
MARKS**

50

**100**



New  
Specification



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January 2009**

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## **Religious Studies**

### **Assessment Unit AS 4**

*assessing*

The Christian Church in the Roman Empire:  
Beginnings, Expansion and External Pressure

**[AR141]**

**FRIDAY 23 JANUARY, AFTERNOON**

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# **MARK SCHEME**

## Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- A full response to the task.
- Demonstrates a high level of accurate knowledge and comprehensive understanding.
- Uses a very good range of relevant evidence and examples.
- A mature style of writing demonstrating a clear and coherent structure.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- A reasonably full response to the task.
- Demonstrates a very good level of accurate knowledge and understanding.
- Uses a good range of relevant evidence and examples.
- A reasonably mature style of writing demonstrating a clear and coherent structure.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- A good response to the task.
- Demonstrates a good level of accurate knowledge and understanding.
- Uses a range of relevant evidence and examples.
- An appropriate and reasonably coherent style of writing.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- A limited response to the task.
- Demonstrates little accurate knowledge and understanding.
- Uses a limited range of evidence and examples.
- Style of writing is just appropriate to the task and may lack coherence in places.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- A very basic response to the task.
- Demonstrates minimal knowledge and understanding.
- Very little use of evidence or examples.
- Style of writing is such that there is very little coherence or structure.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- A full and coherent response.
- Demonstrating a very good attempt at critical analysis.
- Very good reference to other points of view.
- Highly accurate and fluent.
- Very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a very wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- A reasonably full response.
- Demonstrating a good attempt at critical analysis.
- Good reference to other points of view.
- Accurate and fluent.
- Good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

## **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

		AVAILABLE MARKS
<p><b>1 (a)</b> An account of the career of Constantine and the impact he made on the Christian Church may include, e.g.</p> <ul style="list-style-type: none"> <li>• Constantine's early life</li> <li>• his struggle for control of the Empire in the West</li> <li>• battle of Milvian Bridge</li> <li>• conversion</li> <li>• Edict of Milan</li> <li>• final victory over Licinius and total power over the whole Empire</li> <li>• impact of his policy of compensation to Church</li> <li>• new buildings and books</li> <li>• treatment of the clergy</li> <li>• rise of the power of the bishop</li> <li>• involvement in Donatist controversy</li> <li>• end of persecution</li> </ul> <p style="text-align: right;">[35]</p>		
<p><b>(b)</b> An exploration of this view may include, e.g.</p> <ul style="list-style-type: none"> <li>• benefits for Constantine of having the support of the Christians</li> <li>• genuineness or otherwise of his conversion experience</li> <li>• subsequent involvement in the affairs of the Church</li> <li>• changes in his behaviour after his conversion</li> <li>• some candidates may argue that Constantine had little to gain politically</li> </ul> <p style="text-align: right;">[15]</p>		50
<p><b>2 (a)</b> A description of the development of Church government may include, e.g.</p> <ul style="list-style-type: none"> <li>• New Testament origins, e.g. appointment of 7 deacons</li> <li>• development of two-fold ministry of bishops/elders and deacons</li> <li>• movement from two-fold to three-fold ministry</li> <li>• the emergence of the Monarchical Bishop</li> <li>• separate roles of bishop/presbyter/deacon</li> <li>• the doctrine of Apostolic Succession</li> </ul> <p style="text-align: right;">[35]</p>		
<p><b>(b)</b> An exploration of this claim may include, e.g.</p> <ul style="list-style-type: none"> <li>• early evidence of Rome as a major centre of Christianity</li> <li>• tradition of Peter as first bishop</li> <li>• Irenaeus' use of the Roman Church as the exemplar church in his argument for Apostolic Succession</li> <li>• attempt by Victor to assert his authority as Bishop of Rome in the Quartodeciman Controversy</li> <li>• attempt by Stephen to assert his authority over Cyprian in the controversy over baptism</li> <li>• candidates may point out that both attempts were rejected</li> <li>• Cyprian's description of Rome as the premier church</li> <li>• rise in power, wealth and status of the Bishop of Rome after Constantine removed political power</li> </ul> <p style="text-align: right;">[15]</p>		50



		AVAILABLE MARKS
<p><b>3 (a)</b> An account of the life and teaching of Justin Martyr may include, e.g.</p> <ul style="list-style-type: none"> <li>• biographical details of Justin’s life</li> <li>• his conversion</li> <li>• his martyrdom</li> <li>• content of his three major works – 1st Apology, 2nd Apology, Dialogue with Trypho</li> <li>• need for such apologetic writings</li> <li>• influence of Justin’s philosophical background</li> <li>• his doctrine of the Logos</li> </ul> <p style="text-align: right;">[35]</p> <p><b>(b)</b> An exploration of this claim in relation to other aspects of human experience may include, e.g.</p> <ul style="list-style-type: none"> <li>• an open ended response citing relevant contemporary and/or historical examples</li> <li>• Christian writers and those of other world religions still need to explain and defend their faith</li> <li>• issues of doctrinal belief, false claims about the moral behaviour of believers, how adherents witness to their faith still remain a challenge to the followers of all world religions</li> <li>• the issue of intellectual respectability, as illustrated by Justin’s argument that Christianity is the one true philosophy, is still very important for the acceptance of any world religion</li> </ul> <p style="text-align: right;">[15]</p>	50	
<p><b>4 (a)</b> A description of the main causes of persecution in the Early Church may include, e.g.</p> <ul style="list-style-type: none"> <li>• Christianity as a “religio illicita”</li> <li>• refusal of Christians to practise Emperor worship</li> <li>• accusations of atheism and disloyalty</li> <li>• accusations of immoral behaviour</li> <li>• some candidates may refer to individual Emperors, e.g. Nero – scapegoats; Domitian – political motives; Decius – attempt to unify the Empire; Diocletian – the fear that the Christians were a threat to the stability and security of the Empire</li> </ul> <p style="text-align: right;">[35]</p> <p><b>(b)</b> An exploration of this claim in relation to other aspects of human experience may include, e.g.</p> <ul style="list-style-type: none"> <li>• an open ended response citing relevant contemporary and/or historical examples</li> <li>• Society is now largely secular so religious adherents are despised or ignored rather than persecuted</li> <li>• other issues, e.g. threats to the environment concern people more than religion</li> <li>• most adherents to religion, particularly in the West never encounter direct persecution of any kind</li> <li>• indirect persecution is still widespread, e.g. discrimination, exclusion</li> <li>• there still is direct persecution of one religion by another in many parts of the world</li> <li>• statistically, there is more religious persecution in the twenty-first century than in the first four centuries</li> </ul> <p style="text-align: right;">[15]</p>	50	
<b>Total</b>	<b>100</b>	





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## **Religious Studies**

### **Assessment Unit AS 5**

*assessing*

The Origins of the Celtic Church in Ireland  
and the beginnings of its missionary outreach

**[AR151]**

**FRIDAY 23 JANUARY, AFTERNOON**

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# **MARK SCHEME**

## Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- A full response to the task.
- Demonstrates a high level of accurate knowledge and comprehensive understanding.
- Uses a very good range of relevant evidence and examples.
- A mature style of writing demonstrating a clear and coherent structure.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- A reasonably full response to the task.
- Demonstrates a very good level of accurate knowledge and understanding.
- Uses a good range of relevant evidence and examples.
- A reasonably mature style of writing demonstrating a clear and coherent structure.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- A good response to the task.
- Demonstrates a good level of accurate knowledge and understanding.
- Uses a range of relevant evidence and examples.
- An appropriate and reasonably coherent style of writing.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- A limited response to the task.
- Demonstrates little accurate knowledge and understanding.
- Uses a limited range of evidence and examples.
- Style of writing is just appropriate to the task and may lack coherence in places.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- A very basic response to the task.
- Demonstrates minimal knowledge and understanding.
- Very little use of evidence or examples.
- Style of writing is such that there is very little coherence or structure.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- A full and coherent response.
- Demonstrating a very good attempt at critical analysis.
- Very good reference to other points of view.
- Highly accurate and fluent.
- Very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- Almost faultless use of spelling, punctuation and grammar.
- Makes use of a very wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- A reasonably full response.
- Demonstrating a good attempt at critical analysis.
- Good reference to other points of view.
- Accurate and fluent.
- Good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

### **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a) Knowledge and understanding of a description of the evidence for the existence of Christianity in Ireland could include, e.g.
- Prosper’s mention of a Bishop sent to Ireland
  - Pre-patrician Saints
  - Roman coins/brooches found
  - Heresies
  - Leiden Glossary mention that continental literati migrated to Ireland
  - Patrick’s Confession
  - Words associated with Christians

[35]

- (b) An exploration of the view that it was Patrick’s experience of slavery that laid the basis for his later work may include, e.g.
- Earlier trauma of slavery remained with him
  - Experience of loneliness and hardship
  - Development of relationship with God
  - Prayer life strengthened his faith
  - Familiarity with Celtic customs and culture
  - Slavery limited him to particular parts and so he was not totally conversant with the rest of Ireland
  - Experience of slavery was limiting and some elements would have to be faced for the first time in his mission
  - Mission would involve further experience of travel to stratified and autonomous tuaths
  - Become aware of an insular environment
  - Growing awareness of no town so difficult to establish an ecclesiastical centre

[15]

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- 2 (a) Knowledge and understanding of an account of the Irish peregrini in Britain could include, e.g.
- Awareness of peregrini such as Canice
  - Awareness of the significance of some such as Eadfrith who wrote the Lindisfarne Gospels
  - Religious influences in Essex, Sussex, Wessex
  - Influences in Northumbria
  - Founding of Churches and Monasteries
  - Need to consolidate Christianity in Britain
- [35]
- (b) The extent to which the Irish peregrini were motivated solely by their desire to spread the Gospel may include, e.g.
- Primary motive was a response to God's call
  - Awareness of other motives
  - Following original commission to spread the Gospel
  - Striving for perfection
  - Awareness of "greater" and "lesser" exile
  - Missionary zeal
  - Wanderlust
  - Penance for sin
  - Escapism
  - To pursue fresh/new challenges
- [15]

50

		AVAILABLE MARKS
<p><b>3 (a)</b> Knowledge and understanding of an explanation of the main themes in Patrick’s Confession could include, e.g.</p> <ul style="list-style-type: none"> <li>• To glorify God and proclaim his word</li> <li>• Justification of his mission</li> <li>• To refute personal accusations</li> <li>• Explanation of his life, slavery and return</li> <li>• Confession of a sinful youth</li> <li>• Prayers and thanks to God</li> </ul>	[35]	
<p><b>(b)</b> An exploration of the view in relation to other aspects of human experience, that faith in God involves struggle and challenge may include, e.g.</p> <ul style="list-style-type: none"> <li>• An open ended response citing relevant contemporary and/or historical examples</li> <li>• Consideration of the view in relation to other aspects of human experience</li> <li>• Biblical examples of faith journeys</li> <li>• Teaching of the Christian Church and other religious groups</li> <li>• Practices of Christian Church such as programmes of faith</li> <li>• Doubts that confront the process of Faith, e.g. 9/11, tsunami</li> </ul>	[15]	50
<p><b>4 (a)</b> Knowledge and understanding of an account of Celtic monastic practice could include, e.g.</p> <ul style="list-style-type: none"> <li>• References to vows</li> <li>• References to monastic rules</li> <li>• Private asceticism with intense prayer</li> <li>• Severe penitential exercises</li> <li>• Silence</li> <li>• Fosterage</li> <li>• Use of scriptorium</li> </ul>	[35]	
<p><b>(b)</b> An exploration of the view in relation to other aspects of human experience, that self denial is an essential part of religious life may include, e.g.</p> <ul style="list-style-type: none"> <li>• An open ended response citing relevant contemporary and/or historical examples</li> <li>• Jesus’ teaching on self denial</li> <li>• Issues which concern the Christian Church and other religious believers</li> <li>• Practices of the Christian Church and other religious believers, e.g. Lent</li> <li>• Challenges of secular materialism</li> </ul>	[15]	
<b>Total</b>		<b>100</b>



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## **Religious Studies**

### **Assessment Unit AS 6**

*assessing*

Religious Ethics: Foundations, Principles and  
Practice

**[AR161]**

**TUESDAY 27 JANUARY, MORNING**

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# **MARK SCHEME**

## Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- A full response to the task.
- Demonstrates a high level of accurate knowledge and comprehensive understanding.
- Uses a very good range of relevant evidence and examples.
- A mature style of writing demonstrating a clear and coherent structure.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- A reasonably full response to the task.
- Demonstrates a very good level of accurate knowledge and understanding.
- Uses a good range of relevant evidence and examples.
- A reasonably mature style of writing demonstrating a clear and coherent structure.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- A good response to the task.
- Demonstrates a good level of accurate knowledge and understanding.
- Uses a range of relevant evidence and examples.
- An appropriate and reasonably coherent style of writing.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- A limited response to the task.
- Demonstrates little accurate knowledge and understanding.
- Uses a limited range of evidence and examples.
- Style of writing is just appropriate to the task and may lack coherence in places.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- A very basic response to the task.
- Demonstrates minimal knowledge and understanding.
- Very little use of evidence or examples.
- Style of writing is such that there is very little coherence or structure.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- A full and coherent response.
- Demonstrating a very good attempt at critical analysis.
- Very good reference to other points of view.
- Highly accurate and fluent.
- Very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a very wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- A reasonably full response.
- Demonstrating a good attempt at critical analysis.
- Good reference to other points of view.
- Accurate and fluent.
- Good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

### **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

1 (a) A knowledge and understanding of utilitarianism could include, e.g.

- formulators of the theory e.g. Bentham, Mill, Sedgwick
- characteristics e.g. a consequentialist theory, a practical approach
- pre-suppositions e.g. all people are equal, is possible to measure pleasure/happiness
- the utility principle – ‘the greatest happiness of the greatest number’
- different types e.g. Act, Rule, Preference
- its atheist and secular appeal
- examples of its application e.g. in sexual ethics or medical ethics
- possible reference to Christian utilitarianism
- possible reference to the ideas of Peter Singer

[35]

(b) An exploration of the view could include, e.g.

- the problem of maximization – what constitutes the greatest number?
- the interests and rights of minorities
- the problem of the innocent – may be possible to justify the suffering of the innocent
- the end justifies the means dilemma
- the problem of happiness – how is it to be understood
- the implications for values such as justice
- the pluralistic nature of modern society
- the attractiveness of preference utilitarianism
- the practical appeal of utilitarianism
- utilitarianism as a minimum commitment philosophy
- the democratic nature of utilitarianism
- the danger of a political majority, e.g. Nazi Germany

[15]

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- 2 (a) A knowledge and understanding of the arguments for voluntary euthanasia could include, e.g.
- the nature of voluntary euthanasia as against involuntary and non-voluntary euthanasia
  - the sovereignty of the individual
  - respect for the autonomy of the dying person
  - the desire to prevent unnecessary pain and suffering
  - freedom to live, freedom to die
  - difficulties surrounding the passive/active distinction
  - difficulties in the distinction between voluntary euthanasia and assisted suicide
  - the demise of religious teaching on the sanctity of human life
  - Human Rights issues

[35]

- (b) An exploration of the view could include, e.g.
- religious view of the sacredness of human life
  - God as the author of life
  - the implications of the Fifth Commandment
  - the slippery slope argument
  - dangers of misuse
  - the Christian view of suffering and death
  - how liberal Christians might see the issue of mercy-killing
  - possible reference to situation ethics and the advocacy of the primacy of love

[15]

50

3 (a) A knowledge and understanding of the arguments for Jesus' teaching could include, e.g.

- the teaching of Jesus as recorded in the Sermon on the Mount
  - Murder (Matthew 5:21–26)
  - Revenge (Matthew 5:38–42)
  - Judgement (Matthew 7:1–5)
- the demand for a higher internal moral disposition
- the requirement for reconciliation
- the rejection of lex talionis
- the rejection of mutual reciprocity
- the rejection of hypocrisy
- the importance of discernment in human judgement

[35]

(b) An exploration of the view could include, e.g.

- consideration of the relevance of this teaching in relation to other aspects of human experience
- an open ended response citing relevant contemporary and/or historical examples
- the challenge of living up to the higher internal moral disposition demanded by Jesus
- the challenge presented by secular/worldly values e.g. individualism
- the relevance of Biblical teaching for any age
- the role of reconciliation in conflict situations
- the problems presented by the demand for retaliation
- human judgement and hypocrisy
- the political and social relevance of the teaching

[15]

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- 4 (a) A knowledge and understanding of the arguments in the contraception debate could include, e.g.
- consideration of the purpose of the conjugal act
  - the sovereignty of the individual/personal choice
  - issues to do with freedom and human dignity
  - Natural Law perspective
  - utilitarian arguments
  - the influence of situation ethics
  - the Feminist perspective
  - fidelity to religious/church teaching – possible conflict of duty
  - various denominational views
  - distinction between natural and artificial means and, attendant issues
  - the Biblical injunction – Genesis 1:28
  - exercising responsible parenthood
  - the interests and welfare of society
  - the lesser of two evils
  - the right to follow one’s conscience

[35]

- (b) An exploration of the view could include, e.g.
- consideration of the issues in relation to other aspects of human experience
  - an open ended response citing relevant contemporary and/or historical examples
  - the State and fertility management
  - possible reference to China’s one child policy and its consequences
  - the State and teenage fertility management
  - eugenic, social, economic and pedagogical factors
  - national needs and limited resources (less developed countries)
  - conflict between State and religion

[15]

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**Total**

**100**



New  
Specification



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2009**

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## **Religious Studies**

**Assessment Unit AS 7**

*assessing*

An Introduction to  
Philosophy of Religion

**[AR171]**

**TUESDAY 27 JANUARY, MORNING**

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# **MARK SCHEME**

## Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- A full response to the task.
- Demonstrates a high level of accurate knowledge and comprehensive understanding.
- Uses a very good range of relevant evidence and examples.
- A mature style of writing demonstrating a clear and coherent structure.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- A reasonably full response to the task.
- Demonstrates a very good level of accurate knowledge and understanding.
- Uses a good range of relevant evidence and examples.
- A reasonably mature style of writing demonstrating a clear and coherent structure.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- A good response to the task.
- Demonstrates a good level of accurate knowledge and understanding.
- Uses a range of relevant evidence and examples.
- An appropriate and reasonably coherent style of writing.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- A limited response to the task.
- Demonstrates little accurate knowledge and understanding.
- Uses a limited range of evidence and examples.
- Style of writing is just appropriate to the task and may lack coherence in places.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- A very basic response to the task.
- Demonstrates minimal knowledge and understanding.
- Very little use of evidence or examples.
- Style of writing is such that there is very little coherence or structure.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- A full and coherent response.
- Demonstrating a very good attempt at critical analysis.
- Very good reference to other points of view.
- Highly accurate and fluent.
- Very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a very wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- A reasonably full response.
- Demonstrating a good attempt at critical analysis.
- Good reference to other points of view.
- Accurate and fluent.
- Good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.



## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

### **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

1 (a) An account of the life and teaching may include, e.g.

**Teresa Of Avila**

- Childhood experiences, death of her mother
- Early life in a Carmelite convent
- Establishment of the reformed Carmelite convents
- Major writings – The Interior Castle, The Way of Perfection, Conceptions of the Love of God
- Teachings concerning prayer and the mystical experience

**Martin Buber**

- Early life in Vienna, mother's desertion and grandfather's influence
- Exile from Vienna – Hebrew University in Jerusalem
- The influence of Hassidism
- Major writings – Daniel, I and Thou, Paths in Utopia
- Teachings concerning the "I – Thou" and the "I – It" relationship
- Humanity's relationship with fellow humanity, with God and with nature
- His role in Jewish–Christian dialogue
- Final days, comment on the 6-Day War

[35]

(b) An exploration of the claim that mystical experiences lack validity may include, e.g.

- Challenges to the veracity and validity of such experiences
- Mystical experiences as delusion, hallucination, false memory
- The individual, subjective and supernatural nature of such experiences
- The lack of empirical evidence in favour of mystical experience
- The ineffable and transient nature of these experiences
- A critique of the mystical experience of selected mystics, for example, emanating from sexual repression (Freud)
- Such encounters as reflecting valid human experiences (the principle of credulity)
- The importance of religious experience for theism and the believer
- The value of reflection on the supernatural and Divine

[15]

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2 (a) An account of the philosophical arguments may include, e.g.

**Immortality of the soul**

- Biblical teachings concerning the immortality of the soul
- The separate existence of the soul (Kant, Descartes)
- Plato’s dualism, the relation between the soul and ideal forms
- The concept of reincarnation (transmigration of the soul)
- The contribution of selected scholars, e.g. Plato, Aristotle, Aquinas, Hick

**The Resurrection of the body**

- Teachings concerning bodily resurrection in sacred texts, e.g. the Torah, New Testament, Qur’an
- The model of Jesus’ resurrection
- Various theological/philosophical views on the physicality of the resurrection of Jesus
- Pauline teaching concerning Jesus’ resurrection and bodily resurrection
- Hick’s “Replica” theory

[35]

(b) An exploration of the claim that evidence for life after death is unconvincing may include, e.g.

- The problem of defining what is meant by ‘life after death’
- The issue of verification, lack of empirical evidence
- The challenge of atheistic materialism
- The challenge of the mind/body identity thesis
- The problem of continuity
- A critique of a variety of psychic evidence (telepathy, psychokinesis, spiritualism)
- Rejection of near-death experiences and/or the phenomenon of “remembered lives”
- Controversy concerning the immortality of the soul
- Theism’s common recognition of the possibility of life after death
- The contribution of selected scholars to the debate, e.g. Clarke, Hick, Kant

[15]

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- 3 (a) An outline of the teleological argument may include, e.g.
- Definition of the term “teleological”
  - Classification of the argument as “a posteriori”
  - Exploration of the argument qua regularity, qua purpose and argument qua design
  - The contribution of key scholars to the argument, e.g. – Aquinas, Descartes, Paley
  - Development of the argument by subsequent scholarship, e.g. Tennant
  - The Intelligent Design argument, the Antropic principle

[35]

- (b) An exploration of the impact of atheism may include, e.g.
- Consideration of the view in relation to other aspects of human experience
  - An open ended response citing relevant contemporary and/or historical examples
  - Atheism’s voice as expressed in literature and the Media
  - Modern humanity’s rejection of God as irrelevant in their everyday lives, evidenced in dwindling religious attendance and adherence
  - Examples of controversial plays, dramas, cartoons which challenge religious belief, e.g. Jerry Springer the Musical
  - Politician’s reluctance to identify or express their faith beliefs (Blair)
  - The impact of selected atheistic thinkers, e.g. Dawkins, Hawkings
  - The rejection of religious authority and leadership
  - The rejection of theism as a product of ignorance/superstition
  - An exploration of the consequences of the rejection of God within society
  - Atheism as a western cultural phenomenon, and failure to make inroads into Islamic societies

[15]

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- 4 (a) An account of Irenaeus' theodicy may include, e.g.
- Statement of the Problem of Evil and the inconsistent triad
  - Irenaeus' purpose, to justify the existence of an omnipotent and benevolent God co-existing with the presence of evil and suffering
  - An exploration of Irenaeus' theodicy as a Classical soul-making theodicy
  - An exploration of the purposes of evil and suffering
  - The creation of humanity at an epistemic distance from God
  - The creation of evil as part of Divine Plan
  - Reference to selected biblical evidence (Genesis 1)
  - A definition of the term "theodicy"
  - A critique of Irenaeus' theodicy as, for example, contradicting biblical teaching
  - Development of Irenaeus' theodicy – the Freewill Defence
- [35]
- (b) An exploration of the claim that selfishness lies at the root of human suffering may include, e.g.
- Consideration of the view in relation to other aspects of human experience
  - An open ended response citing relevant contemporary and/or historical examples
  - Exploration of the problems faced by humanity, e.g. – starvation, warfare, conflict, violence
  - An exploration of specific examples of human selfishness results in evil and suffering, e.g. – the Holocaust, Terrorist attacks, International and Civil conflicts
  - Brief reference to Augustine's theodicy, a soul-deciding theodicy
  - Evil and suffering as the result of inherited sinfulness
  - An exploration of humanity's nature as essentially good or prone to sin and evil
  - Human selfishness as a denial of Jesus' command to love
  - Exploration of the distinction between moral and natural evil
  - The atheist view that evil and suffering are reflections of the contingency of the physical world
  - Humanity's inability to control natural disasters – flooding, earthquakes, storms
  - God's role in the creation and continued existence of evil and suffering

- Reference to Process Theodicy, God's inability to prevent evil and suffering
- Selfishness as a reflection of the fallen nature of humanity

[15]

**Total**

AVAILABLE  
MARKS

50

**100**



