

**GCE A2**

**Religious Studies**

**Summer 2009**

**Mark Schemes**

Issued: October 2009



**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 A2 1**

*assessing*

**Module 1: The Theology of  
the Gospel of Luke**

**[A2R11]**

**THURSDAY 21 MAY, 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 knowledge, understanding and skills set out in Section 3 of 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 (AO1);
- sustain a critical line of argument and justify a point of view (AO2).

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 below, 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 ([25]–[30])**

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for A2, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 4 ([19]–[24])**

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for A2, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 3 ([12]–[18])**

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for A2. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([6]–[11])**

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for A2. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[5])**

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for A2, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

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

### **Band 5 ([13]–[15])**

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. They show an excellent ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 4 ([10]–[12])**

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. They show a good ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 3 ([7]–[9])**

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. They show some ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([4]–[6])**

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. They show limited ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[3])**

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. They show little ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

## **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 discussion of the contribution of Form or Narrative Criticism as applied to Luke's Gospel could include the following, e.g.

Form Criticism

- Aims and central ideas, e.g. the importance of the oral period and how the needs of the community may have shaped the material through preaching, teaching, worship and apologetics
- Methodology, e.g. three distinct phases in the formation of the gospel, the life of Jesus, the oral period and the written period, the possibility of getting back to the actual words of Jesus
- Key Scholarship, e.g. Dibelius or Bultmann
- Examples of application to Luke's Gospel, e.g. miracle stories/legends/myths/passion narratives/pronouncement/legal sayings/Church rules/Christological sayings/wisdom sayings/prophetic sayings/apocalyptic sayings/parables

Narrative Criticism

- Aims and central ideas, e.g. an attempt to examine the gospel in its entirety, to see the gospel as a narrative which has a recognisable structure, plot, characters, settings and events, the reader plays an active role
- Methodology, e.g. A study of the real author and the implied author as well as the real reader and the implied reader
- Key Scholarship, e.g. Robert Tannehill and Johnson, Chris Tuckett, M.A. Powell and S. Rhoads
- Examples of application to Luke's Gospel, e.g. the plot/narrative time/sequence of events/frequency/conflict/setting/characterisation [30]

- (b) Candidates may include some of the following, e.g.

- Ways in which biblical criticism has enhanced the understanding of the gospels, e.g. Form criticism and the oral period, Redaction criticism and Luke's theology
- Ways in which biblical criticism undermines the gospel message, challenging the historicity and/or authenticity of the text
- A critique of biblical criticism as a whole and/or selected methods of biblical criticism (Source/Form/Redaction/Narrative)
- Risks associated with such analysis
- The assumptions made and conclusions drawn by various methods of biblical criticism
- An assessment of the overall effect of biblical criticism and the extent to which it has contributed to an appreciation of the genre of the gospels [15]

45

2 (a) A discussion of the contribution of women and the important role they play in the ministry of Jesus may include some of the following, e.g.

- An exploration of Luke’s presentation of women – as the oppressed yet faithful remnant, as role models for discipleship
- Disciples, witnesses, provide financial support, models for faith, loyal and humble
- An exploration of “Special L”/unique material involving women
- An exploration of Luke’s placement of material (the pairing of male and female testimony, parables and miracles.)
- A discussion of selected narratives concerning women within Luke’s gospel, e.g. An examination of women specifically mentioned in Luke: Mary, Elizabeth, Anna, the sinful woman, the widow at the treasury, the women who accompanied Jesus in his ministry, the widow of Nain, the women in the Passion story, the women in the Resurrection story
- Reference to the place of women in the society of the day [30]

(b) A critical evaluation of the claim may include the following, e.g.

- An open-ended response citing relevant references from Luke’s gospel.
- Evidence of Jesus compassion and understanding, e.g. healing miracles.
- Evidence of Jesus inclusiveness, e.g. Gentiles, sinners, Samaritans.
- Evidence to support the claim that there were limits, e.g. Jesus’ dealings with religious leaders, rebukes to the disciples, comments about Herod.
- How Jesus’ teachings reflect a time limit to compassion, e.g. parables of crisis. [15]

45

3 (a) A discussion of the aspects of the Kingdom of God as illustrated in any **two** parables of discipleship as recorded in Luke could include the following, e.g.

- Definition of the term “parable” and an understanding of the phrase “parable of discipleship,” for e.g. faithful discipleship is an essential characteristic in the Kingdom of God
- Account of any **two** parables of discipleship from the gospel of Luke and their theological significance for the Kingdom of God, e.g. the two builders Lk. 6:47–49; the good Samaritan Lk. 10:29–37; the friend at midnight Lk. 11:5–8; The tower builder Lk. 14:28–30; The warring king Lk. 14:31–33; The shrewd manager Lk. 16:1–9; The worthless slaves Lk. 17:7–10; The parable of the persistent widow Lk. 18:1–8;

This list of parables is not exclusive.

- discussion of the nature of the Kingdom
- parables as images and signs of the Kingdom of God
- Scholarly interpretation of the parables selected
- Exploration of the central message of the selected parables concerning discipleship [30]

(b) A critical assessment of the claim may include the following, e.g.

- Parables used to teach important lessons
- Challenge to listen and put the teaching into action
- Parable of good Samaritan demands love of all people
- The loving father (Lost Son) demands the challenge to forgive
- The parable of the sower makes one reflect on their response to the word
- The parable of the rich fool, the rich man and Lazarus challenges material attachment
- The parable of the great feast challenges complacency
- The parable of the ten gold coins challenges Jesus’ followers to respond wholeheartedly
- Alternative viewpoints and challenges to the stated claim [15]

45

4 (a) A discussion of Luke’s presentation of Jesus as the one who fulfils God’s plan of salvation could include some of the following, e.g.

- An exploration of Conzelmann’s three stages of salvation history
  - Discussion of Lucan Christology: Son of Man, Son of God, Christ, Messiah, Prophet
  - An awareness of the place of Christ within Luke’s gospel
  - The place of Christ’s death and resurrection in God’s plan for salvation
  - Luke 4: 16–22 Synagogue at Nazareth
  - An examination of the concept of Christ as universal saviour
  - An exploration of specific incidents in Luke’s gospel reflecting salvation, e.g. Zacchaeus, the sinful woman
- [30]

(b) A critical evaluation of the claim may include the following, e.g.

- Evidence and examples supporting the universal theme of Luke’s gospel, e.g. outreach to the poor, the Gentiles, the sick, the Samaritans, tax collectors, women, sinners and the marginalised
  - The purpose of Luke’s gospel as outlined in his preface
  - Universal message as reflected in the parables of Jesus, e.g. good Samaritan; the great feast; the mustard seed
  - Universal message as reflected in the miracles of Jesus, e.g. the ten lepers; the widow of Nain; the infirmed woman; the man with dropsy
  - Alternative viewpoints and challenges to the stated claim, e.g. other central themes such as Holy Spirit; prayer; journey; discipleship; mercy; women
- [15]

**Total**

AVAILABLE  
MARKS

45

**90**







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## **Religious Studies**

**Assessment Unit A2 2**

*assessing*

**Module 2: Selected New Testament Writings:  
A Study of Acts, Galatians and 1 Corinthians**

**[A2R21]**

**THURSDAY 21 MAY, 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 knowledge, understanding and skills set out in Section 3 of 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 (AO1);
- sustain a critical line of argument and justify a point of view (AO2).

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 below, 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 ([25]–[30])**

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for A2, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 4 ([19]–[24])**

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for A2, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 3 ([12]–[18])**

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for A2. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([6]–[11])**

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for A2. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[5])**

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for A2, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

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

### **Band 5 ([13]–[15])**

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. They show an excellent ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 4 ([10]–[12])**

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. They show a good ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 3 ([7]–[9])**

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. They show some ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([4]–[6])**

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. They show limited ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

**Band 1 ([0]–[3])**

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. They show little ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

**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) Candidates may include some of the following, e.g.

- outline of Acts 17:16–34
- context of the second missionary journey
- second recorded sermon of Paul
- the persecution in Thessalonica and Berea, Paul sent to the coast, Silas and Timothy stayed in Berea
- Paul’s observation of idols, preaching in the synagogue, market place and Areopagus
- the Stoic and Epicurean audience
- the speech itself: the religious nature of the Athenians, the description of the ‘unknown God’, creator, does not need temples or sacrifices, he controls the destinies of mankind, mankind are his creatures, who long for God, repentance is required, God will judge, Jesus is the judge who rose from the dead
- Paul’s adaptability
- the response
- critical issues relating to speeches in Acts, e.g. reliability, purpose of the text [30]

(b) Candidates may wish to assess some of the following, e.g.

- evidence drawn from Acts, 1 Corinthians or Galatians
- evidence of Paul’s success as a preacher, reaction of Paul’s listeners, establishment of churches, geographical spread of the gospel, reaching Rome
- Paul’s speeches demonstrate his ability to relate to different audiences, defend the gospel or himself
- evidence of Paul’s success as a pastor; Paul in Acts, Paul’s letters demonstrate his pastoral concerns, and his parental-type love,
- Paul’s letters demonstrate his ability to tackle issues within the church directly
- consideration of how Paul’s speeches are presented in Acts, Paul as Luke’s ‘hero’, the reliability of the speeches and texts in general
- consideration of the extent to which Paul was equally successful as preacher and pastor
- Paul’s concern to be faithful to his calling regardless of success [15]

45

2 (a) Candidates may include some of the following, e.g.

- outline of Acts 27 and 28
- Caesarea (embarked on ship of Adramyttium), Sidon (centurion allowed Paul to visit the church), Myra (reembarked), Crete/Fair Havens (advice to winter there, tried to reach Phoenix, driven off course), Claudia, North Coast of Africa, Malta (hospitality of islanders, bitten by snake, healing of Publius' father, three months, embarked on an Alexandrian ship), Puteoli (disembarked and stayed for seven days), Three Taverns (brothers met Paul), Rome (house arrest, preached to Jews, two years)
- the accuracy and dramatic nature of the writing
- Paul's role as captive and leader
- discussion of points of scholarly interest, e.g. length of text, fulfilment of 1:8,9:15; dramatic story; accuracy of detail; historical reliability [30]

(b) Candidates may wish to assess some of the following, e.g.

- consideration of how 'perfect' the ending is
- consideration of unanswered questions, the brief and rushed nature of the ending
- consideration of what happened to Paul
- was it Luke's intention to end the book in this way, was a third volume intended
- a perfect ending as the gospel has reached Rome and is still being preached freely
- a perfect ending as the book is not focused on personalities but the gospel
- a perfect ending as the tone is positive and inspiring and, does not end with persecution and martyrdom
- consideration of other possible unanswered questions which the reader may have or other interests which the author may have had
- consideration of the historical reliability of the text and the scholarly debate [15]

45

3 (a) Candidates may include some of the following, e.g.

- **worship and the Lord's Supper:** discussion of Paul's teaching as found in chapter 11, headship, head-covering, divisions, not waiting, drunkenness, Jesus' initiation, proclaiming the death, self-examination, judgement, sickness, death, discipline, promise of further direction
- other relevant sections from the letter which relate to worship
- a critical discussion of the texts
  
- **Christian love and spiritual gifts:** discussion of Paul's teaching as found in chapters 12–14, different gifts but the same spirit, the gifts themselves, spiritual gifts which are for the good of the church, analogy of the body, many parts but one body, the necessity of love, the characteristics of love, the temporary nature of the gifts, specific guidance on the use of prophecy and tongues, silence of women, orderly worship
- a critical discussion of the texts [30]

(b) Candidates may wish to assess some of the following, e.g.

- the immoral ethos of Corinth had to be addressed
- a consideration of some of the controversial or extreme moral teachings found in 1 Corinthians: expel the immoral believer, immorality/marriage, unity and division, the treatment of fellow Christians in lawsuits and the Lord's Supper, food sacrificed to idols, the demands of love
- consideration of other reasons which make the letter seem extreme, unhelpful or less relevant: the Corinthian context, an ancient document, the expectation of an imminent parousia
- consideration of other aspects of the letter which are helpful and not extreme: understanding the issues facing the early church, teaching on unity/the church as a body, teaching on orderly worship, teaching on love, the theology of the resurrection, word of God, timeless relevance
- the contemporary relevance of Paul's teaching [15]

45



4 (a) Candidates may include some of the following, e.g.

- Paul’s defence of himself: refuting the accusations of the Judaisers that he was not an apostle, an outline of chapters 1 and 2, Paul’s frustration with the Galatians, his call, Arabia and Damascus, acceptance in Jerusalem, his challenge of Peter
- Paul’s defence of the gospel: an outline of chapters 3 and 4, refuting the accusations of the Judaisers that his understanding of the gospel was faulty and he was a libertine, receiving the Spirit, the faith of Abraham, the curse of the law, the promise, the purpose of the law, heirs, sons and slaves
- An outline of chapters 5 and 6, freedom to serve and love, life in the Spirit, the outworking of the gospel
- a critical discussion of the texts
- the context of the letter, geographically and theologically [30]

(b) Candidates may wish to assess some of the following, e.g.

- consideration of aspects of the letter which limit its relevance: ancient text, particular geographical context, particular issues raised by the Judaisers, circumcision, prior knowledge of Old Testament needed
- remains relevant because Paul stresses the completeness of Jesus’ death in bringing justification with God
- relevant because Paul stresses Christian freedom, life in the Spirit, love, service, unity
- relevant because the church continues to struggle with issues of authority, false teaching and legalism
- the view that the text is inspired by God and is relevant to every generation [15]

**Total**

AVAILABLE  
MARKS

45

**90**





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**ADVANCED**  
**General Certificate of Education**  
**2009**

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**Religious Studies**

Assessment Unit A2 3

*assessing*

Module 3: A Study of Selected  
Old Testament Prophets

**[A2R31]**

**THURSDAY 21 MAY, 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 knowledge, understanding and skills set out in Section 3 of the specification.

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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 below, 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 ([25]–[30])**

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for A2, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 4 ([19]–[24])**

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for A2, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 3 ([12]–[18])**

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for A2. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([6]–[11])**

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for A2. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[5])**

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for A2, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

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

### **Band 5 ([13]–[15])**

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. They show an excellent ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 4 ([10]–[12])**

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. They show a good ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 3 ([7]–[9])**

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. They show some ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([4]–[6])**

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. They show limited ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[3])**

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. They show little ability to relate elements of their course of study to their broader context and to specified aspects of human experience.

Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

### **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) Discussion may include some of the following, e.g.

- Context of Amos' prophecy: Religious and social immorality
  - Detail of the vision of the plumb line that preceded confrontation
  - Detail and explanation of the confrontation
  - Commentary on Amos as a true prophet:
    - Challenged religious apostasy and social injustice
    - Called for repentance
    - Pronounced judgement
    - Gave hope
    - Spoke the word of God despite its unpopularity
    - Risked personal rejection
    - Unwilling to retract message
  - Characteristics of false prophecy:
    - Sought popular approval
    - Message not authentic
    - Demanded payment
- [30]

(b) Critical assessment may include, e.g.

- Theme of judgement as proclaimed by the prophets, e.g.
    - Amos; Oracles, Day of the Lord, Visions, God as the righteous Judge
    - Hosea: Forecast of punishment/chastisement
    - Isaiah: Abandonment of the vineyard/Israel, The Day of the Lord, Assyria as the instrument of God's punishment
    - Jeremiah: Forecast of destruction and exile
  - Exploration of other themes as illustrated in the messages of the prophets, e.g.
    - Amos: Hope as seen in the remnant
    - Hosea: The renewal of the covenant, punishment not the end, Yahweh as forgiving, merciful and loving
    - Isaiah: The power and sovereignty of God, The holiness of God, The Remnant
    - Jeremiah: Hope as demonstrated through the new covenant
    - Ezekiel and Deutero Isaiah: Hope and consolation to the exiles
    - Possible reference to historical and/or contemporary examples
- [15]

45

2 (a) Discussion may include some of the following, e.g.

- Theme of doom: Forecast of destruction and exile
  - Neglect of God's covenant: Worship of Baal and low standards of morality
  - Call for repentance and conversion
  - Failure of Josiah's reforms
  - Over reliance on the Temple and lack of social justice: The Temple sermon
  - Obedience to the law before sacrifice
  - Symbolic actions: Detail and commentary on their symbolism
  - Theme of hope: The new covenant
- [30]



(b) Critical assessment may include, e.g.

- It could be argued that the themes of Jeremiah's teaching belong to a specific period in the history of the people of Israel, e.g.
  - Threat of invasion from Babylon
  - Baal worship
  - Reliance on the temple
  - Breaking of God's commandments
  - Justice for the widow and orphan
  - Need for a new covenant
- On the other hand it could be argued that much of Jeremiah's teaching can be applied to-day, e.g.
  - The threat of judgement still exists
  - Idols are present in a secular society
  - Obedience to the laws of God remain an issue
  - The challenge to care for the vulnerable is ever present
  - There is always a need to link cult with conduct
  - A personal/spiritual relationship with God is necessary for all believers

[15]

45

3 (a) Discussion may include some of the following, e.g.

- Before the fall of Jerusalem:
  - Judah regarded as "a rebellious house"
  - Ezekiel was a watchman to the exiles warning Jerusalem of her final doom if she persisted in her apostasy
  - Disaster was certain
- After the fall of Jerusalem:
  - Dominant note became one of hope
  - Necessity for repentance and reform
  - Vision of the Allegory of the Shepherds and its symbolism
  - Vision of Valley of Dry Bones and its symbolism
  - Promise of new leader like David to govern the people
  - A new covenant
  - Vision of the new temple
  - Image of the ideal faithful community

[30]

(b) Critical assessment may include, e.g.

- Reasons why Ezekiel's message may be considered as having little relevance to-day, e.g.
  - Context of modern world radically different
  - View that the bible is outdated and has no modern relevance
- The need for hope in the modern world, e.g. in an era of global terrorism
- Requirement for an increase in faith in God as "The Good Shepherd" who cares for his sheep especially in an age of secularism and materialism
- Assessment of religious leaders as servants of God
- Assessment of political leaders as governors of the people
- The need for a personal/spiritual relationship with God
- Assessment of The Christian community as an ideal community

[15]

45

4 (a) Discussion may include some of the following, e.g.

- Context of the work of Nehemiah: Physical vulnerability, drought and shortage of food, religious vacuum with moral and religious decadence
- Nehemiah as governor: Rebuilding the walls
- Opposition to the work of Nehemiah: Role of Sanballat, Tobiah, Geshem
- Social reform
- Dissolution of and ban on mixed marriages, [major cause of idolatrous worship]
- Second term as governor: Temple and Sabbath reform
- Nehemiah's personal skills, e.g. dedication and focus, trust in God [30]

(b) Critical assessment may include, e.g.

- Mixed marriages undermined the purity of the race, its language and its worship but was it an extreme measure?
- Rebuilding of the walls was a practical necessity
- Social reform was needed to counteract social injustice
- Religious reform was needed to nourish a weakening faith but can it be seen as narrow and exclusive?
- The argument that without the reforms of Nehemiah the people of Israel would have been unable to continue its role as a chosen people with a mission to be "a light to lighten the gentiles" so how can they be judged to have taken place at a considerable cost? [15]

**Total**

AVAILABLE  
MARKS

45

**90**



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2009**

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## **Religious Studies**

**Assessment Unit A2 4**

*assessing*

**Module 4: The Development of the  
Christian Church in the  
Roman Empire to AD 325**

**[A2R41]**

**WEDNESDAY 27 MAY, 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 knowledge, understanding and skills set out in Section 3 of 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 (AO1);
- sustain a critical line of argument and justify a point of view (AO2).

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 below, 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 ([25]–[30])**

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for A2, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 4 ([19]–[24])**

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for A2, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 3 ([12]–[18])**

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for A2. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([6]–[11])**

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for A2. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[5])**

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for A2, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

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

### **Band 5 ([13]–[15])**

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. They show an excellent ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 4 ([10]–[12])**

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. They show a good ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 3 ([7]–[9])**

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. They show some ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([4]–[6])**

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. They show limited ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[3])**

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. They show little ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

## **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 discussion of the origins and characteristics of Montanism may include some of the following points, e.g.
- origins in Asia Minor
  - pagan context from which it sprang, e.g. Montanus' early life as a Priest of Cybele
  - importance of the Paraclete in Montanus' revelation
  - strong emphasis on prophecy and "speaking in tongues"
  - belief in an imminent Parousia
  - important place given to women as prophetesses and in church leadership
  - rejection of traditional church structures and authority
  - high and uncompromising moral standards,
  - reliability of sources, e.g. Eusebius, Irenaeus, Tertullian
  - lack of primary sources
  - Tertullian's connection with Montanism
- [30]
- (b) A critical evaluation of this claim may include, e.g.
- contradictory evidence from the sources throw doubt on whether or not Montanus' teaching challenged that of the orthodox church
  - large proportion of Montanist teaching, e.g. beliefs about salvation, sin and repentance was clearly in line with the mainstream church
  - the gift of tongues is present and commended in the New Testament
  - Montanists were in practice, good and energetic Christians
  - they showed great bravery in the face of persecution, e.g. Lyons and Vienne
  - Montanism attracted high profile Christians like Tertullian
  - it has much in common with modern Pentecostal movements within the church
  - the early church may have had another agenda for opposing the Montanists, e.g. they rejected traditional church leadership, were hard to control, gave too much prominence to women
- [15]
- 2 (a) A discussion of the beginning and development of the Great Persecution may include some of the following points, e.g.
- historical context – many years with little persecution, Diocletian's reorganisation of the Empire, widespread growth of Christianity
  - influence of Galerius and his hostility towards Christians
  - renewed suspicions generally about the loyalty of Christians
  - various edicts against the Christians and their impact on the Church
  - attack on church buildings and the burning of scriptures
  - different levels of severity of persecution in East and West
  - aftermath of persecution, e.g. Donatists
  - abdication of Diocletian/rise of Constantine/Death of Galerius
  - Edict of Toleration
  - mention may be made that this is the only persecution with good primary sources
- [30]

45



(b) A critical evaluation of this claim may include, e.g.

- the extent to which the church had become a part of everyday life, e.g. large churches in town centres, Christians in prominent positions in government and civil service
- complicated political situation and how it may have affected the priorities of the Emperor
- different attitudes to persecution in East and West
- Constantine's patronage of Christianity
- the witness of Christians in the face of persecution

[15]

45

3 (a) A discussion of the concerns of the writers chosen may include some of the following points, e.g.

Tertullian

- content of his major writings
- his opposition to heresy
- his attitude to Montanism
- his development of Christian doctrine
- his attitude to philosophy
- brief biographical details

Cyprian

- his behaviour during persecution
- his handling of the problem of the lapsed
- the authority of the bishop, especially in the disputes with Novatian
- the dispute with Stephen about baptism
- his development of Christian doctrine, especially his doctrine of the Church
- brief biographical details

Origen

- content of his major writings
- his work as a biblical interpreter and commentator
- his work as a teacher and his involvement with the Catechetical School of Alexandria
- his attitude to philosophy and heresy
- his development of Christian doctrine
- his relationship with the Church hierarchy
- brief biographical details

[30]

(b) A critical evaluation of this claim may include, e.g.

- these writers identified problems which still exist in the church today
- they show the importance of speaking out on controversial issues
- their writings give a picture of the church at a critical stage in its development
- their doctrinal teachings form the basis of major church teaching today and help to clarify it
- some of the practical issues they addressed may be no longer relevant
- some writings may be difficult to understand without the relevant historical context and philosophical/cultural background
- candidates may wish to draw specific examples from the writer/writers chosen

[15]

45

4 (a) A discussion on the issues raised by the Early Church teaching on sin and repentance may include some of the following points, e.g.

- the problem of post-baptismal sin
- tension between the ideal of no sin after baptism and the acceptance by the church that it was inevitable
- different levels of sin
- the treatment of repentant sinners
- the development of a process of post-baptismal repentance
- exomologesis
- differing views on the nature of the church and who should be included in it/excluded from it
- various sources should be referred to, e.g. New Testament, Hermas, Hippolytus, Tertullian, Cyprian [30]

(b) A critical evaluation of this claim may include, e.g.

- the absolute authority of church leaders is no longer accepted without question by church members
- no longer any universal norm of discipline within the whole church
- a wide variety of Christian denominations all have different attitudes towards what is acceptable behaviour and practice
- modern secular values encourage the view that moral absolutes no longer exist – church leaders may be influenced by this
- public humiliation has no place in the 21st century church
- all the major churches still do have disciplinary procedures, e.g. Church Courts and are prepared to use them when appropriate
- many local churches do establish acceptable rules of behaviour which they are prepared to enforce
- church members disciplined or excluded from one church can simply move on to another
- the recognition of forgiveness as part of discipline [15]

**Total**

AVAILABLE  
MARKS

45

**90**



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2009**

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## **Religious Studies**

**Assessment Unit A2 5**

*assessing*

**Module 5: The Celtic Church and its Missionary  
Outreach in the 5th, 6th and 7th Centuries**

**[A2R51]**

**WEDNESDAY 27 MAY, 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 knowledge, understanding and skills set out in Section 3 of 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 (AO1);
- sustain a critical line of argument and justify a point of view (AO2).

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 below, 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 ([25]–[30])**

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for A2, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 4 ([19]–[24])**

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for A2, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 3 ([12]–[18])**

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for A2. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([6]–[11])**

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for A2. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[5])**

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for A2, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

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

### **Band 5 ([13]–[15])**

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. They show an excellent ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 4 ([10]–[12])**

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. They show a good ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 3 ([7]–[9])**

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. They show some ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([4]–[6])**

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. They show limited ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[3])**

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. They show little ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

## **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) Discussion of the main issues in the ‘Two Patricks’ controversy may include some of the following, e.g.
- Issues around dates
  - Lack of documentation and information
  - Chronology of Patrick/Palladius
  - Concept of composite Patrick
  - Awareness of Prosper’s Chronicle and Contra Collatorem
  - Awareness and application of sources, e.g. Muirchu, Martyrology of Oengus, Annals of Ulster, Tirechán
  - Opinions of scholars, e.g. O’Rahilly, Carney, Bieler, Binchy [30]
- (b) Critical assessment of the view that this controversy is irrelevant for the modern Christian may include some of the following, e.g.
- Scholarly research has resulted in clarification of many issues
  - Awareness that issue arose from a hypothesis developed from limited documentation
  - Opinion that the issue is only of an academic nature – the real Patrick is found in his writings
  - Invites the modern person to peruse the evidence
  - Awareness that there now exists a division of scholarly thought
  - Strengthens the cause for a Historical Patrick
  - Dilutes the fact that Christianity is in Ireland
  - Awareness of the possibility of lessening the role of those who brought Christianity to Ireland
  - Presents a view that traditional history is wrong
  - Controversy may diminish devotion to Patrick as a saint [15]
- 2 (a) Discussion of the purpose and influence of the Irish Penitentials may include some of the following, e.g.
- Awareness of the mercy of Jesus
  - Awareness of the background to the penitential system
  - Need for a handbook for confessors
  - Value of the standardisation of penance
  - Alternative to excommunication
  - Against the harshness of penance
  - Reference to specific texts – Finnian, Cummean, Columbanus
  - References to a pastoral approach
  - Moral behaviour improved
  - Seminal for moral theology and code of canon law
  - Inspiration for private penance
  - Used and copied by many
  - Support for the secular law [30]

45



		AVAILABLE MARKS
<p><b>(b)</b> Critical assessment of claim that the Irish Penitentials added to the spiritual development of the Celtic Church may include some of the following, e.g.</p> <ul style="list-style-type: none"> <li>• Confession to a priest in private</li> <li>• Awareness of a soul friend to guide in a spiritual direction and reflection</li> <li>• Supplied a distinctive development to spirituality, e.g. flexibility and other commutations</li> <li>• Awareness of a template for the transmission of spirituality</li> <li>• Psychological reflection as an option to/and including the physical</li> <li>• Heavy emphasis on Penitentials could be seen as unhealthy</li> <li>• Awareness of accountability and compensation</li> <li>• Views of scholars, e.g. Plummer, Chadwick</li> </ul>	[15]	45
<p><b>3 (a)</b> Discussion of the influence of Colmcille's (Columba's) missionary work to the development of the Celtic Church may include some of the following, e.g.</p> <ul style="list-style-type: none"> <li>• Founding of monasteries, e.g. Derry, Durrow</li> <li>• Some fifty monasteries established by his community</li> <li>• Iona – centre of learning and craftsmanship</li> <li>• Evangelising activity around Dal Riata</li> <li>• Political incidents rendering stability allowed religious evangelisation</li> <li>• Views of scholars, e.g. Simpson, Mould</li> </ul>	[30]	
<p><b>(b)</b> Critical evaluation of the view that Colmcille (Columba) is the most prominent religious figure in the Celtic Church may include some of the following, e.g.</p> <ul style="list-style-type: none"> <li>• Awareness that he is a native saint</li> <li>• He combined religion and politics</li> <li>• Moved from Ireland to exile</li> <li>• Integrated church and state</li> <li>• Accepted as the first Irish missionary saint</li> <li>• Patrick was not native to Ireland yet historically treated as the main Irish saint</li> <li>• Little documentation on Columbanus' work in Ireland yet more on his role in Europe</li> <li>• Brigid as a role model for women – care of the poor</li> </ul>	[15]	45

- 4 (a) Discussion of the religious issues debated at the Synod of Whitby may include some of the following, e.g.
- Awareness of background to the Synod, e.g. Paschal Controversy
  - Issues of tonsure, baptism, ordination, Sunday worship, servile work on the Sabbath
  - Influence of Northumbrian royalty
  - Events at Synod – members of Celtic and Roman parties
  - Nature of decisions reached – standardisation of religious practices
  - Importance of decisions reached and their impact on the Church [30]
- (b) Critical comments on the view that religious authority remains an important issue for the Church today may include some of the following, e.g.
- Awareness of differing perception of authority in religious institutions
  - Administrative aspect predominates
  - Awareness that all are entitled to be involved in dialogue
  - Hierarchy of authority presents a defence against other views
  - Variety of modern issues prevent administration to arrive at decisions
  - Lobbying comes from so many directions
  - Some continue their own path without concern for human authority
  - Awareness of decentralisation and centralisation issues [15]
- Total**

AVAILABLE MARKS
45
<b>90</b>



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**Religious Studies**

**Assessment Unit A2 6**

*assessing*

**Module 6: A Study of Ethics  
and Contemporary Issues**

**[A2R61]**

**FRIDAY 29 MAY, 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 knowledge, understanding and skills set out in Section 3 of 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 (AO1);
- sustain a critical line of argument and justify a point of view (AO2).

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 below, 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 ([25]–[30])**

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for A2, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 4 ([19]–[24])**

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for A2, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 3 ([12]–[18])**

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for A2. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([6]–[11])**

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for A2. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[5])**

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for A2, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

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

### **Band 5 ([13]–[15])**

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. They show an excellent ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 4 ([10]–[12])**

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. They show a good ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 3 ([7]–[9])**

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. They show some ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([4]–[6])**

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. They show limited ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[3])**

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. They show little ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

## **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 discussion of the central ideas of the Augustinian theodicy could include, e.g.:
- a soul-deciding theodicy
  - rooted in Genesis 1–3
  - humankind made in the image of God
  - perfection to imperfection
  - the Fall and its consequences
  - the role of Christ
  - evil as a privation
  - the existence of hell

Candidates could include some critical observations, e.g.

- that the theodicy appears to be logically flawed
- the impact of evolutionary theory (scientific error)
- the existence of hell as contradicting the existence of an all-loving God

[30]

- (b) An assessment of the view could include, e.g.:
- that ethical decision making is based on whether an act is good or bad
  - that knowledge of evil is needed in order to understand and appreciate the good
  - evil allows people to be moral agents who made decisions and accept the consequences of those decisions
  - the existence of Free Will in recognising that there is a genuine course of action with real consequences
  - evil as a punishment from God
  - denial of the existence of evil, e.g. Determinist views, the notion of diminished responsibility
  - are there any acts that are intrinsically evil?
  - the very existence of evil means it can be chosen
  - the Irenaean perspective – evil as necessary for “character building”
  - combating the influence of Satan
  - the existence of evil as too high a price to pay for human freedom, e.g. the problem of innocent suffering

[15]

45

- 2 (a) A discussion of any **two** theories on the nature of conscience could include, e.g.:
- **Aquinas**
    - the synderesis rule (seeking what is good, avoiding what is evil)
    - conscientia (conscience as a faculty to distinguish between what is right and what is wrong)
    - the distinction between real goods and apparent goods
    - the place of human reason
    - the duty to inform one’s conscience
    - the authority of conscience
  - **Butler**
    - the intuitive nature of conscience
    - conscience as having absolute authority
    - conscience as adjudicating between the two interests of “self love” and “benevolence”
    - the duty to follow your conscience



- **Freud**
  - conscience as acquired
  - conscience as guilt
  - the ego and super-ego
  - conscience as a moral policeman
  - immature/mature conscience

Candidates could consider other types of conscience, e.g. Kantian, utilitarian, Religious, secular.

Candidates could also offer some exemplification in their answers, e.g. ethical decision making in relation to abortion, contraception. [30]

- (b) An evaluation of the view could include, e.g.:
- problems pertaining to the origins of conscience, e.g. is it the voice of God?
  - is conscience universal or relative and situational?
  - conscience and subjectivity
  - the extent to which conscience can be misled
  - the problem of the manipulation of conscience
  - possible reference to Nazi Germany
  - the primacy of conscience
  - freedom of conscience as a human right
  - the difficulty of measuring or testing conscience
  - the duty to inform conscience
  - the problem of competing truth claims
  - possible reference to practical issues, e.g. that of the conscientious objector, the legitimising of adultery [15]

45

- 3 (a) A discussion of the religious and moral issues raised by racism and sectarianism could include, e.g.:
- possible definitions
  - features, e.g. racism – pure racially motivated behaviour, sectarianism – religion and politics intertwined
  - issues pertaining to human dignity, equality and responsibility
  - possible infringement of human rights
  - the extent to which such issues clash with the example and teaching of Jesus, e.g. love your neighbour, love your enemy
  - possible reference to ethical perspectives, e.g. Kantian, utilitarian [30]

- (b) An assessment of the claim could include, e.g.:
- the existence of social and economic equality
  - evidence of systems where inequality has been enshrined, e.g. apartheid
  - the views of Nietzsche, e.g.
    - not all people are equals
    - the poor as the “bungled and botched”
    - the suffering of the many as of little consequence if it is necessary for the emergence of a great figure
    - the promotion of the individualistic and aristocratic ethic
  - the impact of Darwinian thinking
  - possible reference to the Universal Declaration of Human Rights and the promotion of the ideal of equality for all people

			AVAILABLE MARKS
	<ul style="list-style-type: none"> <li>• the perspective of utilitarianism which is based on principles pertaining to equality and democracy</li> <li>• religious teaching, e.g. all people made in the image of God and therefore deserving to be treated with equality and dignity</li> <li>• the biblical view of all as sinners in the sight of God</li> </ul>	[15]	45
4	<p><b>(a)</b> A discussion of the religious and moral issues could include, e.g.:</p> <ul style="list-style-type: none"> <li>• <b>the Ecological Crisis</b> <ul style="list-style-type: none"> <li>– human extravagance and negligence</li> <li>– the problem of human greed</li> <li>– the issue of moral responsibility</li> <li>– the issue of duties (human centred duties against environment centred duties)</li> <li>– religious, utilitarian and deontological perspectives</li> <li>– the views of particular writers, e.g. Peter Singer, Aldo Leopold</li> <li>– the biblical concept of stewardship</li> <li>– possible reference to general factors that have contributed to the current crisis, e.g. global warming, runaway technology, resource depletion</li> </ul> </li> <li>• <b>War</b> <ul style="list-style-type: none"> <li>– the realist view of war</li> <li>– the Just War argument</li> <li>– pacifist objections</li> <li>– problems presented by modern weaponry</li> <li>– problems presented by nuclear warfare</li> <li>– the issue of non-combatant immunity</li> <li>– the problem of innocent suffering</li> <li>– possible reference to conflicts, e.g. Vietnam, Iraq, Afghanistan</li> <li>– possible reference to religious, utilitarian and deontological perspectives</li> <li>– the principle of the sacredness of human life</li> <li>– possible reference to relevant Biblical teaching</li> </ul> </li> </ul>	[30]	
	<p><b>(b)</b> An evaluation of the view could include, e.g.:</p> <ul style="list-style-type: none"> <li>• problems presented by damage to the planet caused by, e.g. environmental damage, the ravages of war</li> <li>• the possibility of a nuclear holocaust</li> <li>• problems pertaining to human self-interest, greed and pleasure</li> <li>• difficulties presented by the twin aspects of “dominion” and “stewardship”</li> <li>• the slowness of Christians to respond to issues concerning the environment</li> <li>• the view that spiritual welfare is more important than earthly matters</li> <li>• how non-religious organisations, e.g. Friends of the Earth, have appeared to be active and reactionary</li> <li>• the Christian as a “caretaker” of God’s creation (delegated dominion)</li> <li>• the concept of duty</li> <li>• examples of figures who have given leadership such as St Francis of Assisi, Bruce Kent, Andrew Linzey</li> </ul>	[15]	45
	<b>Total</b>		<b>90</b>



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## **Religious Studies**

**Assessment Unit A2 7**

*assessing*

**Module 7: Issues of Religious Belief:  
Competing Claims**

**[A2R71]**

**FRIDAY 29 MAY, 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 knowledge, understanding and skills set out in Section 3 of 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 (AO1);
- sustain a critical line of argument and justify a point of view (AO2).

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 below, 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 ([25]–[30])**

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for A2, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 4 ([19]–[24])**

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for A2, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 3 ([12]–[18])**

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for A2. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([6]–[11])**

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for A2. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[5])**

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for A2, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

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

### **Band 5 ([13]–[15])**

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. They show an excellent ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 4 ([10]–[12])**

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. They show a good ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 3 ([7]–[9])**

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. They show some ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([4]–[6])**

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. They show limited ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

**Band 1 ([0]–[3])**

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. They show little ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

**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) Discussion of the main features of a religious world view may include, e.g.

- Emphasis on God as the Creator and Sustainer of life
- Theistic views of the origins of life and the universe
- Balance within the Universe
- An exploration of humanity's key features as Divinely created
- Humanity's divinely ordained purpose and teleological future
- Acceptance of the sacred and supernatural
- Reliance upon Divine revelation, sacred texts
- Reference to the views of selected scholars, e.g. Plato, Aristotle, Aquinas
- Reference to revealed and natural theology
- An exploration of theistic morality [30]

(b) A critical assessment of the view may include, e.g.

- The views of selected atheistic scholars, e.g. Laplace, Kant, Dawkins
- Reference to schools of thought like Logical Positivism, the Vienna Circle, Empiricism
- A brief consideration of a secular world view
- Examples of continued conflict in the fields of scientific research and education
- The views of Accommodationists – Teilhard De Chardin, Polkinghorne, Davies
- Science and religion as responding to different questions/needs of humanity
- The priority of faith over reason (fideism)
- The possibility and benefits of reconciling both world views
- Specific examples of conflict between religion and science – in the areas of astronomy, evolutionary theory, genetics
- Science and religion as having different paradigms [15]

45



2 (a) Discussion of the reasons for the Humanist rejection of religion may include, e.g.

- The rejection of a Theocentric world view in favour of an Anthropocentric one
- The Humanist rejection of God as intellectually superfluous, morally intolerable and emotionally harmful
- Religious belief as being based upon a harmful delusion
- Rejection of the supernatural and reliance on science
- Religion as a sectarian and divisive force
- The views of selected Humanist scholars, Blackham, Huxley, Comte, Russell
- Reference to selected Humanist writings and Manifestos
- Emphasis on an exclusively temporal and secular world vision
- Advocating of a relativistic approach to morality [30]

(b) A critical evaluation of the claim may include, e.g.

- The response of Christian scholarship to the challenges of atheism, Robinson, Swinburne
- The benefits of a Theocentric and sacred world view
- A critique of the Humanist argument, a defence of the God of Classical Theism
- The teleological nature of religion, providing humanity with ultimate fulfilment
- The limited nature of an exclusively temporal world view, lack of ultimate justice
- Limitations of the Christian response, the increasingly secular nature of society
- The challenge of religious experience and religious faith
- The need to enter into dialogue with atheism [15]

45

3 (a) Discussion of the contribution of Sigmund Freud may include, e.g.

- His rejection of religion as a form of neurosis, a dangerous illusion
- The concept of God as rooted in the Oedipus Complex
- Exploration of Freud's teachings concerning the Primal Horde
- An exploration of religion's negative impact on the human psyche
- Exploration of the prominence of ritual sacrifice within Christianity
- Freud offering valuable insights into religion's origins and practices
- Influences on Freud – Darwin, Feuerbach

[30]

(b) A critical assessment of the claim may include, e.g.

- A critique of Freud's rejection of religion as non scientific and simplistic
- Contemporary challenges to the Oedipal Theory, Primal Horde
- Freudian focus on exclusively male deities, Divine 'father figures'
- Comparisons between Freud's rejection of religion and Jungian acceptance
- The contribution of Jung and Otto to the debate concerning religious belief
- Religion as presenting psychological truth and psychological benefits
- Freud's narrow focus of study
- An affirmation of the complexity of his claims

[15]

45

4 (a) Candidates may wish to include, e.g.

Exploration of a selected philosophical view of morality, its origins, nature and purpose together with key moral criteria

e.g. Existentialist Morality

- The individual's role as primary moral agent
- Emphasis on subjective moral individualism and freedom of choice
- Humanity's inability to judge another's freely made choice
- The futility of all decision making
- The views of one or more atheistic Existentialist's with reference to morality, e.g. Camus, Sartre, Nietzsche
- Reference to selected Existentialist writings, e.g. The Outsider, The Fall, The Plague, Being and Nothingness
- Rejection of moral absolutism

e.g. Utilitarian Morality

- Humanity's primary role as moral agent
  - Emphasis on relativism and consequentialism
  - The principle of pleasure/pain, happiness/unhappiness
  - The views of one or more Utilitarians, e.g. Epicurius, Bentham, Mills
  - Reference to selected Utilitarian writings, e.g. the Hedonic Calculus
  - Rejection of moral absolutism
  - Reference to linked schools of thought, e.g. Epicureanism, Hedonism
- [30]

(b) Candidates may wish to assess some of the following, e.g.

- An exploration of the links between religion and morality
  - Humanity's need for Divine morality, moral guidance and leadership
  - An exploration of the Divine Command Theory
  - Reference to selected biblical teaching, e.g. the Decalogue, the Greatest Commandment
  - Reference to the contribution of Kant
  - The dangers of moral relativism, subjectivity and individualism
  - Religion as providing humanity with the motivation to be moral
  - The benefits of moral absolutism
  - Counterchallenges – atheism's focus on good actions here and now
  - Reference to the moral emphasis of Humanism, Existentialism and/or Utilitarianism
  - An exploration of the fundamental nature of humanity, as either intrinsically morally good or morally corrupt
- [15]

**Total**

AVAILABLE  
MARKS

45

**90**





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**ADVANCED**  
**General Certificate of Education**  
**2009**

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## **Religious Studies**

**Assessment Unit A2 8**

*assessing*

**Module 8: Islam: A Study of  
History, Faith and Worship**

**[A2R81]**

**FRIDAY 29 MAY, 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 knowledge, understanding and skills set out in Section 3 of 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 (AO1);
- sustain a critical line of argument and justify a point of view (AO2).

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 below, 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 ([25]–[30])**

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for A2, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 4 ([19]–[24])**

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for A2, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

### **Band 3 ([12]–[18])**

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for A2. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([6]–[11])**

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for A2. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

### **Band 1 ([0]–[5])**

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for A2, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

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

### **Band 5 ([13]–[15])**

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. They show an excellent ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 4 ([10]–[12])**

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. They show a good ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

### **Band 3 ([7]–[9])**

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. They show some ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

### **Band 2 ([4]–[6])**

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. They show limited ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.



**Band 1 ([0]–[3])**

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. They show little ability to relate elements of their course of study to their broader context and to specified aspects of human experience. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

**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) Candidates may include some of the following, e.g.

- previous revelations, corruption by Jews and Christians
- line of prophets: beginning with Abraham and finishing with Muhammad
- Muhammad, Seal of Prophets
- parallels which exist between Abraham and Muhammad, Kaba, Hajj, monotheists
- contrast of prophets and messengers
- characteristics of a prophet: call, reluctance, message, hostility and suffering, warning [30]

(b) Candidates may wish to assess some of the following, e.g.

- the influence of Muhammad's life and teachings (Sunnah and Hadith)
- the inspiration Muhammad offers
- the Qur'an, Muhammad's miracle is the ultimate authority as the word of Allah
- consideration of other sources of authority within Sunni Islam: analogy, concensus, opinion, tradition, the four Law Schools.
- alternative sources of authority within Shia and Sufi Islam. [15]

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2 (a) Candidates may include some of the following, e.g.

- outline of how the birth rituals are carried out: whispering of the call to prayer, tahnik, aqiqah, sacrifice, naming, khitan
- outline of how the death rituals are carried out: family presence, prayer, facing Mecca, closing of eyes, washing, shrouding, Salat ul Janaza, the funeral, burial and grave
- the symbolic significance of the rituals
- the beliefs expressed in the rituals
- the involvement of the community [30]

(b) Candidates may wish to assess some of the following, e.g.

- evidence drawn from any of the rites of passage
- rituals are helpful to the family and the community because they allow emotion to be expressed
- rituals are a way for the community to offer support to one another in key life experiences
- rituals enable the community to collectively affirm their beliefs and involve Allah as someone moves from one stage of life into the next
- a child has little awareness of the rituals being carried out, but perhaps significant in later life
- those who have died are unaware of the rituals being carried out
- the significance of correct motivation and religious devotion in the actual value to the individual and the community

		AVAILABLE MARKS
<ul style="list-style-type: none"> <li>• varying levels of religious commitment, and therefore significance, within the Muslim community</li> <li>• influence of geographical context, culture, tradition, family expectations</li> </ul>	[15]	45
<b>3 (a)</b> Candidates may include some of the following, e.g.		
<ul style="list-style-type: none"> <li>• central beliefs of Sufism: denial of self, purification, experience of unity, involvement of emotions</li> <li>• practices employed: fasting, silence, celibacy, remembrance, chanting, breathing, dancing, poetry, the role of a shaykh or pir, brotherhoods</li> <li>• origins of Sufism</li> <li>• key figures: Rumi, al Ghazzali, al Hallaj</li> <li>• controversy within Sufism and within the broader Muslim community</li> </ul>	[30]	
<b>(b)</b> Candidates may wish to assess some of the following, e.g.		
<ul style="list-style-type: none"> <li>• consideration of the division brought by Sufism: emphasis on religious experience over ritual, intellectual study and interpretation of the Qur'an, individualistic, excessive, engaged in non-Islamic practices such as dancing</li> <li>• consideration of the positive influence of Sufism</li> <li>• consideration of other sources of division: leadership (Sunni/Shia), interpretation of the Qur'an, geographical differences, cultural practices, modern extremism</li> <li>• comparative significance of Sufism as a source of division</li> </ul>	[15]	45
<b>4 (a)</b> Candidates may include some of the following, e.g.		
<ul style="list-style-type: none"> <li>• role before Allah</li> <li>• role in the family, status of mothers</li> <li>• the requirement to marry, Muslim husband</li> <li>• marriage contract, woman participates, requirement of a dowry, polygamy allowed but limited to four, need for equality</li> <li>• divorce, women can initiate, before a court with a witness</li> <li>• modesty and veiling</li> <li>• specific sections from the Qur'an should be referred to</li> <li>• controversial passages in the Qur'an regarding status of women or disciplining of women</li> </ul>	[30]	
<b>(b)</b> Candidates may wish to assess some of the following, e.g.		
<ul style="list-style-type: none"> <li>• the difficulty of direct application to modern issues and therefore obedience</li> <li>• many contemporary subjects not dealt with in early Islamic documents</li> </ul>		

- the volume of documents involved, application is demanding, obedience difficult
- the limitations of the law schools in defining Shariah, significance of geographical context
- the possible confusions caused by culture, multi-cultural world
- the understanding of obedience within the divisions which exist within the Muslim community: the moderate, the extreme, those who lack commitment
- despite complexities and difficulties many Muslims find it possible and beneficial to obey the Qur'an [15]

**Total**

**AVAILABLE  
MARKS**

45

**90**



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## **Religious Studies**

**Assessment Unit A2 9**

*assessing*

**Module 9: Exploring Connections:  
Synoptic Assessment Unit**

**[A2R91]**

**TUESDAY 2 JUNE, AFTERNOON**

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# **MARK SCHEME**

## Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of 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 (AO1); in addition, Advanced GCE candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study
- sustain a critical line of argument and justify a point of view (AO2). In addition, Advanced GCE candidates should relate elements of their course of study to their broader context and to specified aspects of human experience.

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 below, the band in which the candidate has performed the examiner should then decide on the appropriate mark within the range for the band.

It is important that in the marking of the synoptic assessment unit assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme candidates will be expected to explore connections between elements of the selected area(s) of study. They should make appropriate use of the content as set out in the Focus for Assessment section of each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen area(s) of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices;
- the contribution of significant people, tradition or movements to the area(s) studied;
- religious language and terminology;
- major issues and questions arising from the chosen areas of study;
- the relationship between the chosen area(s) of study and other specified aspects of human experience.

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience. The synoptic assessment unit accounts for 20% of the total Advanced GCE marks.

## (AO1) Knowledge and Understanding

AVAILABLE  
MARKS

### **Band 5 ([17]–[20])**

The response demonstrates a clear understanding of the connections between the selected areas of study and the chosen theme. There is a comprehensive exploration of the theme with the candidate drawing extensively on knowledge gained from study of at least two different content areas. The use of evidence, examples, technical language and terminology is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the task is of a very high order as is the legibility of writing and the use of spelling, grammar and punctuation. Work in this band can be characterised as having a mature approach with sophistication and elegant expression.

### **Band 4 ([13]–[16])**

The response demonstrates a high degree of understanding of the connections between the selected areas of study and the chosen theme. There is a very good exploration of the theme with the candidate drawing competently on knowledge gained from study of at least two different content areas. The use of evidence, examples, technical language and terminology is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the task is of a high order, as is the legibility of writing and the use of spelling, grammar and punctuation. Work in this band can be characterised as having a reasonably mature approach with good expression.

### **Band 3 ([9]–[12])**

The response demonstrates a good degree of understanding of the connections between the selected areas of study and the chosen theme. There is a good exploration of the theme with the candidate for the most part drawing accurately on knowledge gained from study of at least two different content areas. The use of evidence, examples, technical language and terminology is good and mainly accurate throughout much of the work. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the task is of a generally good order, as is the legibility of writing. Use of spelling, grammar and punctuation is generally good. Work in this band can be characterised as showing evidence of some maturity of approach with fair expression.

**Band 2 ([5]–[8])**

The response demonstrates a basically accurate understanding of the connections between the selected areas of study and the chosen theme. There is a simple exploration of the theme with the candidate for the most part attempting with limited success to deploy knowledge gain from study of at least two different content areas. While the response shows that the candidate can use some evidence, examples, technical language and terminology correctly in some of their work, such use is generally not consistent and may emphasise one content area at the expense of another. The form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning. Work in this band can be characterised as showing little evidence of maturity of approach with ideas and information loosely expressed.

**Band 1 ([0]–[4])**

The response demonstrates a very limited understanding of the connections between the selected areas of study and the chosen theme. There is a very poor attempt at exploring the theme with the candidate for the most part demonstrating only partially accurate knowledge of the different content areas studied. They use some evidence, examples, technical language and terminology correctly in some of their work. They demonstrate a limited understanding with minimal analysis of the issues studied. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear. Work in this band can be characterised as displaying little maturity of approach, with unsophisticated expression and weak construction.

[20]

**(AO2) Critical Line of Argument****Band 5 ([17]–[20])**

The response demonstrates a full understanding and analysis of the connections between the selected areas of study and the chosen theme. There is also evidence of an excellent attempt to make connections with other aspects of human experience. Candidate make full and effective use of evidence to sustain a critical line of argument and justify a point of view, anticipating and counteracting views to the contrary. They can effectively compare, contrast and evaluate the views of scholars and schools of thought, and are very good at offering personal insights and independent thought. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the task is of a very high order, as is the legibility of writing and the use of spelling, grammar and punctuation. Work in this band can be characterised as having a mature approach with sophisticated and elegant expression.



**Band 4 ([13]–[16])**

The response demonstrates a very good understanding and analysis of the connections between the selected areas of study and the chosen theme. There is also evidence of a very good attempt to make connections with other aspects of human experience. There is some very good use of evidence to sustain a critical line of argument and justify a point of view often anticipating and counteracting views to the contrary. They make a good attempt in comparing, contrasting and evaluating the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the task is of a high order as is the legibility of writing and the use of spelling, grammar and punctuation. Work in this band can be characterised as having a reasonably mature approach with good expression.

**Band 3 ([9]–[12])**

The response demonstrates some understanding and analysis of the connections between the selected areas of study and the chosen theme. There is also evidence of a good attempt to make connections with other aspects of human experience. There is good use of evidence to sustain a critical line of argument and justify a point of view sometimes anticipating and counteracting views to the contrary. They show some ability to compare, contrast and evaluate the views of scholars and schools of thought, but not consistently. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the task is of a generally good order, as is the legibility of writing. Use of spelling, grammar and punctuation is generally good. Work in this band can be characterised as showing evidence of some maturity of approach with fair expression.

**Band 2 ([5]–[8])**

The response demonstrates a basically accurate understanding of the connections between the selected areas of study and the chosen theme. There is also some evidence of a limited attempt to make connections with other aspects of human experience. There is a simple exploration of the theme with the candidate for the most part attempting, with limited success, to deploy knowledge gained from study of at least two different content areas. While the response shows that the candidate can use some evidence, examples, technical language and terminology correctly in some of their work, such use is generally not consistent and may emphasise one content area at the expense of another. The form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation which prove problematic in conveying meaning. Work in this band can be characterised as showing little evidence of maturity of approach with ideas and information loosely expressed.

**Band 1 ([0]–[4])**

The response demonstrates a very limited understanding of the connections between the selected areas of study and the chosen theme. There is evidence of a very poor attempt to make connections with other aspects of human experience. There is a very poor attempt at exploring the theme with the candidate for the most part demonstrating only partially accurate knowledge of the different content areas studied. They use some evidence, examples, technical language and terminology correctly in some of their work. They demonstrate a limited understanding with minimal analysis of the issues studied. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear. Work in this band can be characterised as displaying little maturity of approach, with unsophisticated expression and weak construction.

[20]

**Total**

AVAILABLE  
MARKS

40

**40**



