

**Published Mark Schemes for
GCE A2 Religious Studies**

Summer 2010

Issued: October 2010

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

MARK SCHEMES (2010)

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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New
Specification



Rewarding Learning

ADVANCED
General Certificate of Education
2010

Religious Studies

Assessment Unit A2 1

assessing

The Theology of the Gospel of Luke

[AR211]

MONDAY 24 MAY, AFTERNOON

MARK SCHEME

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
Band 4 <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	19–24
Band 3 <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	13–18
Band 2 <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
Band 1 <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
Band 4 <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
Band 2 <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
Band 1 <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

1 (a) Candidates may wish to include some of the following, eg.

- a definition of Form Criticism
- identification of key critics such as Dibelius, Bultmann
- discussion of their stated aims i.e. to examine the importance of the oral period, to get back to the actual words of Jesus, to discover the 'form' in which the gospel tradition circulated before it was written down, to identify the role of the early church in adapting/creating material to suit its 'sitz in leben'
- discussion of the 'forms' with examples of application to Luke's gospel – NB that scholars identify and name forms differently
- how Form Criticism challenges the chronology and historicity of Luke's Gospel
- how Form Criticism assists the reader to divide Luke's stories and sayings into individual units. [30]

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

- a consideration of how Redaction Criticism highlights Luke's editing of material at his disposal
- examples of changes made to Markan material or perhaps Q material which point to Luke's theological viewpoint such as universalism
- reference to Luke's three-stage salvation history as proposed by Conzelmann
- comment on the proposed theological significance of Luke's geography/topography
- comment on Luke's role as a historian as well as a theologian
- reference to scholarly opinion
- reference to counter argument e.g. narrative criticism. [20]

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2 (a) Candidates may wish to include some of the following, eg.

- meaning of the title Christ with its background in the Hebrew term Messiah
- specific illustrations of its use in Luke's Gospel and how these contribute to an understanding of the person of Jesus, for example, confusion about John the Baptist as the Messiah (3v15-17), Peter's confession (9v20), Jesus' trial before the Council (22v67)
- other references may include (2v11) – the message of the angels, (2v26) promise to Simeon in relation to the Messiah, (4v41) the demons' recognition of Jesus as the Messiah, (23v35f) challenges to his Messiahship at his crucifixion, (24v26, 46) Jesus words on the Road to Emmaus about a suffering Messiah
- the Messiah as a Son of David
- Old Testament background of the titles
- discussion of Jesus' caution in using the title Messiah [30]

(b) A critical assessment of the view may include the following, eg.

- analysis of Jewish views of the Messiah based on O.T. and intertestamental background
- the Messiah as the Lord's anointed King, a political leader who would overthrow the Romans
- the Messiah who would establish the Kingdom of God as an earthly kingdom
- contrast with Jesus' mission as a spiritual one – to establish a spiritual Kingdom of God
- Jesus as a suffering Messiah, eg. 24v26 – not what Jews expected
- Jesus' reluctance to use the title. [20]

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3 (a) Candidates may wish to include some of the following, eg.

- a definition of discipleship
- aspects of discipleship as presented in Luke’s Gospel, eg. the call to discipleship (5v1-11, v27-32), the demands and qualities of discipleship (9v23-27, 57-62), the rewards of discipleship (18v28-30), suffering as a disciple (12v8-12)
- specific teaching on discipleship such as parables of discipleship, prayer, renunciation
- reference to individuals or groups as examples of discipleship, e.g. Peter, the Twelve (9v1-6,10), the seventy/seventy-two (10v1-20), the women who followed Jesus (8v1-3)
- an exploration of any stories within Luke’s Gospel concerning discipleship
(these references are not exhaustive) [30]

(b) A critical evaluation of the view may include some of the following, eg.

- an open ended response citing relevant examples from Luke’s Gospel and/or contemporary/historical examples
- examples from Luke which point to the place of repentance as the starting point for discipleship may include Peter, Zacchaeus
- the importance of the initiative of Jesus
- the need for recognition of Jesus’ identity before discipleship
- the place of renunciation in discipleship
- examples of how healings led to discipleship e.g. the women who followed Jesus (8v1-3) [20]

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- 4 (a) Candidates may wish to include some of the following, eg.
- the background to and setting for the Sermon on the Plain – link with the call of the twelve apostles (6v12-16) and the establishing of the new community
 - an identification of the audience i.e. a mixed group of apostles, other disciples and those coming to be healed (6v17-19)
 - an identification and discussion of the main teachings in the Sermon i.e. the beatitudes and woes (6v20-26), love for enemies (6v27-36), teaching on judgement (6v37-42), a tree and its fruit (6v43-45), the two house builders (6v46-49)
 - discussion of the theological significance of the main themes in the Sermon i.e. the Kingdom of God, reversal, love and mercy, discipleship, obedience to the teaching [30]

- (b) A critical assessment of the view may include some of the following, eg.
- an open ended response citing relevant contemporary and/or historical examples
 - reference to the moral and ethical demands of the Sermon then and now
 - why these appear impractical i.e. because of how others might take advantage of someone who behaves as Jesus taught, because it is contrary to human nature and to the standards of the world, because it is beyond the ability of most people
 - examples of those who have put the teaching into practice
 - discussion of the Sermon as an ideal which all disciples must strive for – but whilst striving for the standard, it can only be achieved when the Kingdom of God has fully come [20]

Section A

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100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Synoptic Assessment

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate to the course of study. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, 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 areas of study. They should make appropriate use of the content as set out in the subject content for 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 areas 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 areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas 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.

A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.• Well integrated response.• Clear and critical analysis.• Highly accurate use of evidence and examples.• Sophisticated style of writing. Very well structured and coherent throughout.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• A high degree of understanding of the connections between the selected areas of study in relation to the theme.• A well integrated response.• Some very good critical analysis.• Mainly accurate use of evidence and examples.• Mature style of writing.• Well structured and coherent throughout.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• A good understanding of the connections between the selected areas of study in relation to the theme.• For the most part an integrated response.• Reasonable degree of critical analysis.• A good degree of accurate evidence and examples.• Reasonably mature style of writing.• Some evidence of good structure and coherence.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• A limited understanding of the connections between the selected areas of study in relation to the theme.• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.• A limited attempt at critical analysis.• Insufficient use of accurate evidence and examples.• Immature style of writing.• Lacking in structure and coherence.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• A basic understanding of the connections between the selected areas of study in relation to the theme.• Demonstrating only partially accurate knowledge of the different content areas studied.• Little attempt, if any, at critical analysis.• Inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very effective comparison and evaluation of scholarly viewpoints.• Mature personal insight and independent thought.• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Good personal insight and independent thought.• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Some evidence of personal insight and independent thought.• A line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Some comparison and evaluation of scholarly viewpoints.• Limited personal insight and independent thought.• Little evidence of critical argument.• Inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Little, if any, comparison and evaluation of scholarly viewpoints.• Minimal personal insight and independent thought.• A basic attempt to follow a line of argument.• Imprecisely expressed.	0–4

Section B

5 (a) In outlining and examining some major aspects of the concept of sin, candidates should refer to at least two different areas of study and could consider some of the following, eg:

- Definitions of sin
- Causes of sin
- Consequences of sin e.g. divine punishment
- Repentance and conversion
- Forgiveness
- Atonement for sin

[30]

(b) In critically assessing the view, candidates should refer to other aspects of human experience and could consider the following, eg:

- An open ended response citing relevant contemporary and/or historical examples
- Consideration of the nature of temptation
- Examples of temptation
- The role of conscience
- Temptation as an ongoing struggle
- Responses to it and consequences of actions
- How temptation can be overcome
- Suggestions and discussions of alternative root causes of sin, e.g. fear, pressure to conform, persecution, lack of understanding, response to a situation, socio and economic factors.

[20]

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Section B

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Total

150

New
Specification



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2010

Religious Studies

Assessment Unit A2 2

assessing

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

[AR221]

MONDAY 24 MAY, AFTERNOON

MARK SCHEME

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Levels of Response

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- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
Band 4 <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	19–24
Band 3 <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	13–18
Band 2 <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
Band 1 <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
Band 4 <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
Band 2 <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
Band 1 <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

AVAILABLE
MARKS

1 (a) An outline and explanation could include some of the following, e.g.:

- outline of Acts 21:15-23:22;
- Paul's arrival in Jerusalem, report to the brothers in Jerusalem
- Paul's purification rites and visit to the Temple, an observant Jew
- the arrest in the Temple and rescue by the commander
- Paul's speech to the crowd, his Jewish credentials, his conversion, his commission, the response of the crowd, significance of Paul's Roman citizenship
- Paul's appearance before the Sanhedrin, his clever use of the issue of the resurrection, the reassurance given by God that he would testify in Rome
- the plot to kill Paul, Paul's transfer to Caesarea
- the significance in relation to Paul's ministry, the spread of the gospel to Rome, the fulfilling of Jesus' commission in Acts 1
- comments relating to Luke's portrayal of relationships with Romans, issues relating to speeches in Acts, the second outline of Paul's conversion, or other points of significance

[30]

(b) An evaluation could include some of the following, e.g.:

- consideration of why the ending may seem disappointing or an anti-climax: unanswered questions, the brief and rushed nature of the ending
- little consideration of what happened to Paul
- consideration of whether or not it was Luke's intention to end the book in this way, was a third volume intended
- consideration of how the ending is not an anti-climax because it is exciting: arrest, angry mob, appearance before Sanhedrin, Felix, Festus and Agrippa, sea voyage, shipwreck, experiences in Malta, arrival in Rome
- consideration of why the ending is not an anti-climax as the gospel has reached Rome and is still being preached freely,
- the ending is not an anti-climax as the book is not focused on personalities but the gospel
- the ending is not an anti-climax 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 related scholarly debate

[20]

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2 (a) An analysis could include some of the following, e.g.:

- outline of Acts 20:17-36
- Paul recalls his time at Ephesus, the plots, his proclamation to Jews and Gentiles alike
- compelled to go to Jerusalem, hardship awaits him, wants to complete his task, they would see him no more, the church was no longer his responsibility, they were to feed their sheep, guard against false teachers
- Paul's commendation, to God's power, to his example, to be generous
- issues raised by the speech: only one to a Christian audience, language is closer to that of Paul's letters than other speeches, the challenge of heresy, Jewish hostility
- consideration of the use of speeches in Acts, Paul's adaptability [30]

(b) A critical assessment could include some of the following, e.g.:

- consideration of times when Paul did defend himself: at Miletus, in Jerusalem, before Felix, Festus, Agrippa, in Galatians chapters 1 and 2, 1 Corinthians 1-4.
- consideration of Paul's defence of the gospel: his travels and speeches, his explanation of Christian fundamentals in Galatians and Corinthians
- consideration of Paul's determination not only to preach and defend the gospel but also to establish and support churches
- the relevance of Jesus' commission, Paul's commission by Ananias, and his sense of vocation found in Acts and his letters
- consideration of the extent to which Paul was 'more determined' to defend himself than the gospel from the evidence available [20]

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- 3 (a)** An outline and examination could include some of the following, e.g.:
- Paul's explanation of justification by faith from chapters 3 and 4, (and any relevant sections from the other chapters)
 - refuting the accusations of the Judaisers that his understanding of the gospel was faulty and he was a libertine,
 - the argument drawn from receiving the Holy Spirit
 - the arguments drawn from the faith of Abraham
 - the arguments drawn from the curse of the law, the promise, the purpose of the law, heirs, sons and slaves/ Hagar and Sarah
 - a critical discussion of the texts
 - the context of the letter, geographically and theologically [30]
- (b)** A critical assessment could include some of the following, e.g.:
- consideration of aspects of the letter which may make it difficult to understand and therefore live by: ancient text, particular geographical context, particular issues raised by the Judaisers, circumcision, prior knowledge of Old Testament needed
 - the ongoing debates surrounding the Holy Spirit: receiving and the work of the Holy Spirit
 - the challenge of living out: submission to the will of God, Christian love, Christian service and Christian freedom
 - the variety of understandings of 'freedom' within the Christian community, legalism, liberalism
 - while there may be difficulties, these ideas are liberating and inspiring for Christians
 - the view that the text is inspired by God and is relevant to every generation [20]

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4 (a) An explanation could include some of the following, e.g.:

- lack of unity in the Corinthian church (1 Corinthians 1-4): the four groups, wisdom, the Holy Spirit, servants, apostles
- the immorality in the Corinthian church (1 Corinthians 5-6): the immorality in the church, the analogy of yeast, expel immorality within the church, bodies are for the Lord, are members of Christ, sin against yourself, body is a Temple of the Holy Spirit, bought with a price
- lawsuits among the members of the Corinthian church (1 Corinthians 6): disputes between brothers to be settled by their own judges, the existence of wrongdoing and cheating shows defeat, Paul's advice
- Paul's information came from two sources: the report from Chloe's household, issues raised by Paul, he addressed these directly and intended to challenge and correct
- comments relating to the Corinthian context [30]

(b) A critical evaluation could include some of the following, e.g.:

- unity: the challenge of divisions in the church today, exclusivism, intolerance, cooperation, ecumenism, the particular issues raised by Northern Ireland
- the impact of disunity on those outside of the church, criticisms directed at the church

Consideration of other issues which may seem even more relevant, e.g.:

- immorality: the variety of attitudes to sexual morality within Christianity, differing ideas about the role of the church in administering discipline
- lawsuits: the challenge of the church settling its own disputes, how the church has been influenced by society in relation to use of the law
- consideration of other teachings in the letter which are more helpful and relevant
- consideration of reasons which make the letter seem extreme, unhelpful or less relevant: the Corinthian context, an ancient document, the expectation of an immanent parousia
- consideration of the belief that this letter is the word of God, is timeless and always relevant [20]

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Section A

100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Synoptic Assessment

Levels of Response

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- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas 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.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.• Well integrated response.• Clear and critical analysis.• Highly accurate use of evidence and examples.• Sophisticated style of writing. Very well structured and coherent throughout.	25–30
Band 4 <ul style="list-style-type: none">• A high degree of understanding of the connections between the selected areas of study in relation to the theme.• A well integrated response.• Some very good critical analysis.• Mainly accurate use of evidence and examples.• Mature style of writing.• Well structured and coherent throughout.	19–24
Band 3 <ul style="list-style-type: none">• A good understanding of the connections between the selected areas of study in relation to the theme.• For the most part an integrated response.• Reasonable degree of critical analysis.• A good degree of accurate evidence and examples.• Reasonably mature style of writing.• Some evidence of good structure and coherence.	13–18
Band 2 <ul style="list-style-type: none">• A limited understanding of the connections between the selected areas of study in relation to the theme.• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.• A limited attempt at critical analysis.• Insufficient use of accurate evidence and examples.• Immature style of writing.• Lacking in structure and coherence.	7–12
Band 1 <ul style="list-style-type: none">• A basic understanding of the connections between the selected areas of study in relation to the theme.• Demonstrating only partially accurate knowledge of the different content areas studied.• Little attempt, if any, at critical analysis.• Inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very effective comparison and evaluation of scholarly viewpoints.• Mature personal insight and independent thought.• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Good personal insight and independent thought.• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Some evidence of personal insight and independent thought.• A line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Some comparison and evaluation of scholarly viewpoints.• Limited personal insight and independent thought.• Little evidence of critical argument.• Inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Little, if any, comparison and evaluation of scholarly viewpoints.• Minimal personal insight and independent thought.• A basic attempt to follow a line of argument.• Imprecisely expressed.	0–4

Section B

- 5 (a)** In outlining and examining the contribution of key ideas candidates should refer to at least two different areas of study and could consider the following, e.g.:
- reference to relevant key ideas which are related to religious controversy
 - reference to individuals who promoted these ideas
 - the controversies which arose from these ideas
 - the consequences of such controversy
 - the long-term legacy of such controversial ideas [30]

- (b)** In critically assessing the view, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- an open-ended response citing relevant contemporary and/or historical examples
 - consideration of religious ideas which cause controversy
 - consideration of individuals who have promoted such ideas and have had negative influence on society
 - religious ideas relate to truth claims, challenge existing ideas, lifestyles or structures and could be seen as negative or positive in their influence
 - the consequences and influence of controversy, with evidence drawn from contemporary or historical material
 - the extent to which religious ideas do not create controversy or offer a negative influence: the nature of God, moral living, the supremacy of love [20]

Section B

Total

AVAILABLE MARKS
50
50
150



Rewarding Learning

ADVANCED
General Certificate of Education
2010

Religious Studies
Assessment Unit A2 3

assessing

The Covenant Community:
Prophecy and Renewal

[AR231]

MONDAY 24 MAY, AFTERNOON

MARK
SCHEME

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
Band 4 <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	19–24
Band 3 <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	13–18
Band 2 <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
Band 1 <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
Band 4 <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience. A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
Band 2 <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
Band 1 <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

AVAILABLE
MARKS

1 (a) Discussion of the symbolic actions may include some of the following, e.g.

- context of the prophet's message including historical background, personal detail and summary of his mission.
 - a consideration of the nature of enacted prophecy
 - detail of and commentary on "The Loin Cloth"
Jer 13: 1–11
 - detail of and commentary on "The Broken Jar"
Jer 13: 12–14
 - detail of and commentary on "The Potter and the Clay"
Jer 18: 1–12
 - detail of and commentary on "The Clay Flask"
Jer 19: 1–15
 - detail of and commentary on "The Yoke" Jer 27: 1–11 and
Jer 28: 1–17
- [30]

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

- did the symbolic actions help people understand the prophet's message because people could identify with them?
 - did the symbolic actions have an impact on people because they involved activity on behalf of the prophet?
 - did symbolic actions create more interest in the prophet's message?
 - many prophets used enacted prophecy as a method of delivering God's message, e.g. Jeremiah, Isaiah, Ezekiel
 - on the other hand the use of signs was only one of different methods used including the spoken word, the use of parable and allegory
 - may have been more difficult for people to understand because unlike the spoken word interpretation was necessary
 - many rejected the prophet's message whatever method he used so was enacted prophecy ineffective?
- [20]

50

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

- explanation of the Servant's task
- possible explanations for who the servant was
- detail on the Servant Songs including the main themes:
to bring righteousness and true religion to all nations;
to be a light to the nations through the power of God;
to suffer for the sins of others while accepting this suffering with humility
while retaining confidence in God; physical disfigurement, rejection,
mystery of undeserved suffering (for the sins of others);
faith/acceptance, reward
- how the mystery of undeserved (vicarious) suffering is contained in
Song Four
- Christian interpretation of who the servant was [30]

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

For the exiles

- especially chosen by God for a special mission – to bring
righteousness and true religion to all nations
- would be a light to the nations through the power of God
- realisation that the servant was suffering for the sins of others
- challenge to accept suffering with humility while retaining confidence
in God
- that God could use their suffering to bring salvation to Israel and to all
nations
- promise of a reward
- on the other hand suffering would be extreme

For today

- salvation as a gift through the vicarious nature of Jesus' suffering and
death
- challenge to accept suffering with humility and confidence in God
- God can use undeserved suffering for good just as He did the suffering
of his Son
- God will reward undeserved suffering
- on the other hand, the courage needed to accept undeserved suffering
and the amount of faith needed to accept it with humility and confidence
in God
- the difficulty of understanding and then accepting that God can use
vicarious suffering for good
- does the promise of a reward in the future help endure extreme suffering
in the present?
- the difficulty of relating to a remote and enigmatic figure [20]

AVAILABLE
MARKS

50

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

- physical vulnerability of Jerusalem
- social difficulties
- moral and religious decadence
- opposition from opposing tribes
- reluctance by some to engage in heavy work
- attempts to kill Nehemiah
- forms of social injustice
- idolatrous worship caused in part by mixed marriages
- dilution of culture and language
- abuse of temple
- neglect of the Sabbath
- reference to Nehemiah’s capability in dealing with such challenges [30]

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

- an open ended response citing relevant examples
- key skills of leadership demonstrated, e.g. organisation, strategist, shrewd, courage, faith, determination, pragmatic, by example
- importance of social reform to confront social injustice
- opposition to idolatry
- radical action to defend and protect one’s faith and culture
- purity in worship
- respect for the Sabbath
- on the other hand; dangers of extremism, isolationism, ruthlessness [20]

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

- religious context that made reform necessary
- political context which made reform possible: decline in Assyrian power; rise in Nationalism
- finding of “the book of the law” and Josiah’s reaction
- impact of “the book of the law” on the reforms which took place
- detail on the reforms including explanation and commentary [30]

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

- the extent to which the motivation for reform can be more political than religious
- motivation for reform more political than religious
- criticism of the reform programme by Jeremiah
- inadequacies of the reforms
- difficulties with centralising worship in Jerusalem: a false sense of security; ritual made no difference to their lives; people dependent on priests for worship
- consideration of the importance of individual change and reform regardless of political leadership [20]

Section A

AVAILABLE MARKS

50

50

100

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate to the course of study. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, 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 areas of study. They should make appropriate use of the content as set out in the subject content for 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 areas 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 areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas 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.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.• Well integrated response.• Clear and critical analysis.• Highly accurate use of evidence and examples.• Sophisticated style of writing. Very well structured and coherent throughout.	25–30
Band 4 <ul style="list-style-type: none">• A high degree of understanding of the connections between the selected areas of study in relation to the theme.• A well integrated response.• Some very good critical analysis.• Mainly accurate use of evidence and examples.• Mature style of writing.• Well structured and coherent throughout.	19–24
Band 3 <ul style="list-style-type: none">• A good understanding of the connections between the selected areas of study in relation to the theme.• For the most part an integrated response.• Reasonable degree of critical analysis.• A good degree of accurate evidence and examples.• Reasonably mature style of writing.• Some evidence of good structure and coherence.	13–18
Band 2 <ul style="list-style-type: none">• A limited understanding of the connections between the selected areas of study in relation to the theme.• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.• A limited attempt at critical analysis.• Insufficient use of accurate evidence and examples.• Immature style of writing.• Lacking in structure and coherence.	7–12
Band 1 <ul style="list-style-type: none">• A basic understanding of the connections between the selected areas of study in relation to the theme.• Demonstrating only partially accurate knowledge of the different content areas studied.• Little attempt, if any, at critical analysis.• Inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very effective comparison and evaluation of scholarly viewpoints.• Mature personal insight and independent thought.• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Good personal insight and independent thought.• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Some evidence of personal insight and independent thought.• A line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Some comparison and evaluation of scholarly viewpoints.• Limited personal insight and independent thought.• Little evidence of critical argument.• Inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Little, if any, comparison and evaluation of scholarly viewpoints.• Minimal personal insight and independent thought.• A basic attempt to follow a line of argument.• Imprecisely expressed.	0–4

Section B

**AVAILABLE
MARKS**

5 (a) In outlining and explaining the contributions of some key people to the theme of moral living, candidates should refer to at least two different areas of study and could consider the following, e.g.

- definition of what it means to live a moral life
- contribution of key people to the establishment and encouragement of moral principles
- contributions of key people to the formulation of moral values
- role of key people in challenging religious and social immorality, and consideration of obstacles to moral living
- consequences for the persons concerned and potential present and eschatological rewards
- change effected by their work
- role of religious belief as a source of motivation [30]

(b) In critically evaluating the claim, candidates should refer to other aspects of human experience and could consider the following, e.g.

- an open ended response citing relevant contemporary and/or historical examples
- extent to which religious belief promotes moral behaviour
- extent to which society is value laden due to religious belief
- how religious belief can inform moral decision-making – the role of conscience
- reference to people with faith who contribute to moral living
- consequences of separating moral living from religious belief
- extent to which morality is independent of religious belief
- extent to which a person can live a moral life without being religious
- reference to non-religious figures who contribute to moral living
- the intuitive and instinctive nature of morality
- the role of reason in moral decision making
- evaluation of the potential link between religious extremism and immoral acts [20]

Section B

50

50

Total

150



Rewarding Learning

ADVANCED
General Certificate of Education
2010

Religious Studies

Assessment Unit A2 4

assessing

The Continued Development of the Church
in the Roman Empire

[AR241]

MONDAY 7 JUNE, MORNING

MARK SCHEME

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
Band 4 <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
Band 2 <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
Band 1 <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

**AVAILABLE
MARKS**

- 1 (a)** With reference to relevant sources, analyse the development of the doctrine and practice of baptism in the Early Church. May include reference to, e.g.
- Origin of baptism e.g. The Old Testament, Jewish Proselyte Baptism, link to John the Baptist and Jesus' own baptism
 - Command given by Jesus
 - References in the New Testament to baptism e.g. Acts 'repent and be baptised'
 - Baptism was a requirement for church membership and receiving the Eucharist
 - Debate over infant or believers baptism
 - Debate over original sin
 - Baptismal preparation, administration and understanding
 - Reference to various sources – Hermas, Didache, Justin, Tertullian, Cyprian, Origen [30]
- (b)** Critically assess the view that the Early Church placed too much emphasis on the importance of baptism. May include reference to, e.g.
- Initially, baptism was a simple ceremony following conversion e.g. baptisms in Acts such as the Ethiopian Eunuch however, by the time of the Early Church there was a lengthy period of preparation
 - By the 3rd century it had become a complicated ceremony involving the bishop, presbyters and deacons
 - Baptism was the rite of initiation into the church
 - It was always a pre-requisite for receiving the Eucharist
 - Excommunication was a serious punishment the church could impose to those who failed to meet its standards
 - Water baptism and spirit baptism
 - Post baptismal sin [20]
- 2 (a)** Outline and explain the emergence and main teachings of Gnosticism. May include reference to, e.g.
- Background to Gnosticism – origins can be found in the 1st century with Simon Magus
 - Main teachers e.g. Valentinus, Basilides
 - Their use of scripture
 - The challenge they posed to the church
 - Main teachings to include belief in two Gods, creation, humanity, salvation through gnosis, ethics and the future
 - Possible reference to Marcion [30]
- (b)** Critically assess the claim that it is not always easy for the Church to identify false teaching. May include reference to, e.g.
- In the 21st century, the existence of so many Christian denominations and sects with a wide variety of doctrinal viewpoints makes heresy and orthodoxy more difficult to distinguish / establish
 - Norms of doctrine still in existence e.g. creeds
 - Church's 3 fold rule – canon, creed and apostolic succession
 - There is a great fear today of causing offence to others. Views may be accepted even if they appear to go against church/biblical teachings [20]

50

50

		AVAILABLE MARKS
<p>3 (a) Explain and consider the contribution which Origen made to the development of the Early Church. May include reference to, e.g.</p> <ul style="list-style-type: none"> • Origen’s background in Greek philosophy and how this influenced his writings e.g. use of allegory, his development of doctrines such as original sin and the Trinity • Origen’s importance as a teacher, interpreter of scripture, apologist • His study of original texts and the production of biblical commentaries fulfilled a need in the church which had not been met by previous church fathers • His major contribution to Christian theology – he was the first systematic theologian • Reference to his major writings – the Hexapla, First Principles, Against Celsus <p style="text-align: right;">[30]</p>		
<p>(b) Critically assess the claim that Origen’s writings are still relevant for the Christian Church. May include reference to, e.g.</p> <ul style="list-style-type: none"> • Debate on whether or not they are relevant today • The use of allegorical interpretation of the Bible and its use today • Whether doctrinal issues which he deals with are still relevant today • It is a good source of information about the Early Church period • His contribution to biblical criticism <p style="text-align: right;">[20]</p>		50
<p>4 (a) Identify and consider the causes and course of the Council of Nicea. May include reference to, e.g.</p> <ul style="list-style-type: none"> • Arius’ understanding of the relationship between Father and Son • Donatist and Melitian schism • Attempts by Constantine to settle the issue were unsuccessful • Constantine’s overseeing of the council, his opening speech which was to achieve unity and peace • Hosius’ chairing of many of the debates • The part played by other significant individuals such as Athanasius, Eusebius of Caesarea • The creed of Nicea and the anti-Arian statements that were added • Other matters dealt with such as church discipline, clerical regulation, Melitian schism, standardising the dating of Easter <p style="text-align: right;">[30]</p>		
<p>(b) Critically evaluate the view that the decisions of the council preserved the unity of the Christian Church. May include reference to, e.g.</p> <ul style="list-style-type: none"> • The first creeds were not considered as acceptable, but with the addition of anti-Arian anathemas, the creed of Nicea was accepted by most. It was deliberately ambiguous to allow people to sign • The creed of Nicea did not settle the Arian controversy, it arose again at the council of Constantinople • Matters of Church discipline and clerical regulation dealt with standardised ecclesiastical practice throughout the empire • The decision to hold Episcopal Synods twice a year to deal with matters of clerical discipline further helped to preserve the unity of the Church • Unity was maintained by the force of Constantine’s will <p style="text-align: right;">[20]</p>		50
Section A		100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Synoptic Assessment

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate to the course of study. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, 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 areas of study. They should make appropriate use of the content as set out in the subject content for 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 areas 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 areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas 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.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.• Well integrated response.• Clear and critical analysis.• Highly accurate use of evidence and examples.• Sophisticated style of writing. Very well structured and coherent throughout.	25–30
Band 4 <ul style="list-style-type: none">• A high degree of understanding of the connections between the selected areas of study in relation to the theme.• A well integrated response.• Some very good critical analysis.• Mainly accurate use of evidence and examples.• Mature style of writing.• Well structured and coherent throughout.	19–24
Band 3 <ul style="list-style-type: none">• A good understanding of the connections between the selected areas of study in relation to the theme.• For the most part an integrated response.• Reasonable degree of critical analysis.• A good degree of accurate evidence and examples.• Reasonably mature style of writing.• Some evidence of good structure and coherence.	13–18
Band 2 <ul style="list-style-type: none">• A limited understanding of the connections between the selected areas of study in relation to the theme.• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.• A limited attempt at critical analysis.• Insufficient use of accurate evidence and examples.• Immature style of writing.• Lacking in structure and coherence.	7–12
Band 1 <ul style="list-style-type: none">• A basic understanding of the connections between the selected areas of study in relation to the theme.• Demonstrating only partially accurate knowledge of the different content areas studied.• Little attempt, if any, at critical analysis.• Inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very effective comparison and evaluation of scholarly viewpoints.• Mature personal insight and independent thought.• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Good personal insight and independent thought.• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Some evidence of personal insight and independent thought.• A line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Some comparison and evaluation of scholarly viewpoints.• Limited personal insight and independent thought.• Little evidence of critical argument.• Inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Little, if any, comparison and evaluation of scholarly viewpoints.• Minimal personal insight and independent thought.• A basic attempt to follow a line of argument.• Imprecisely expressed.	0–4

Section B

- 5 (a)** With reference to at least two different areas of study, outline and examine the contribution of some key people to the problem of suffering. This may include reference to, e.g.
- Different types of suffering
 - Reaction to suffering by key people e.g. embraced it, fled from it etc
 - The consequences of suffering
 - The rewards of suffering [30]
- (b)** Critically evaluate the view that religious belief always involves suffering. You should refer to other aspects of human experience in your answer. This may include reference to, e.g.
- Different types of suffering encountered by different religious traditions today
 - Key people/movements who have experienced suffering
 - Reaction to suffering [20]

Section B

Total

AVAILABLE MARKS
50
150



Rewarding Learning

ADVANCED
General Certificate of Education
2010

Religious Studies

Assessment Unit A2 5

assessing

A Study of the Development and Impact of the
Celtic Church in the 5th, 6th and 7th Centuries

[AR251]

MONDAY 7 JUNE, MORNING

MARK SCHEME

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
Band 4 <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
Band 2 <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
Band 1 <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

- 1 (a) Identification and consideration of the difficulties in dating the arrival of Patrick as a missionary to the Irish may include references to, e.g.:
- Available chronology of Palladius/Patrick
 - Death dates for Patrick
 - Evidence of dating from Patrick's writings
 - Sources such as Muirchú, Tirechán, Annals of Ulster, Hymn of Fiacc, Prosper
 - Views of scholars such as O'Rahilly, Hanson [30]
- (b) Critical assessment of the view that the historical Patrick is lost forever may include references to, e.g.:
- Awareness of the impact of limited documentation and information
 - Awareness of the known and unknown elements of the historical Patrick
 - Effects of a time lapse before written material
 - Palladius/Patrick as a composite figure
 - Acceptance of a traditional view
 - Academic puzzle for historians
 - Effect of controversy on faith [20]
- 2 (a) An outline and explanation of the distinctive characteristics of the Celtic Church may include references to, e.g.:
- Awareness of an Episcopal system
 - Consideration of Bishops and the Church
 - Spiritual equality of women and men
 - Preference for rural life, nature
 - Centres of learning and love of poetry, music and art
 - Church structure was familial in nature rather than territorial
 - Much less authoritarian than Roman system
 - Charismatic church of spiritual unity rather than universal uniformity
 - Personal sanctity more than doctrinal orthodoxy
 - Bible based church
 - Caring church for all creation
 - Underlying issues of a missionary church
 - Local rules to suit local conditions [30]
- (b) Critical evaluation of the claim that the outstanding feature of Celtic spirituality was its concern for social justice may include references to, e.g.:
- Carry out the practical work of Christ
 - Practical social help for the marginalized such as with Brigit
 - Hospitality for all
 - Accommodation for sinners for penance
 - Provision of a soul friend
 - Awareness of multi dimensional aspects of spirituality e.g. peregrinatio, gender inclusive
 - Focus on community based element
 - Awareness of ascetic elements for individuals
 - To live with God's work in nature
 - Views of scholars such as Ryan, Corish, Hughes [20]

50

50

			AVAILABLE MARKS
<p>3 (a) With particular references to Muirchú’s “Life of Patrick”, an analysis of the main features of hagiographical writings may include references to, e.g.:</p> <ul style="list-style-type: none"> • Particular genre of writing • Association between specific places and saint • Asceticism of the saint • Legendary stories • Miraeles • Use of spells and curses • Harmony with animal kingdom • Control over nature • Prophecy <p>(as illustrated in Muirchu’s writing) [30]</p> <p>(b) Critical evaluation of the claim that hagiography has little historical value may include references to, e.g.:</p> <ul style="list-style-type: none"> • The purpose of the author may distort the historical content • Distinction between supernatural and factual information • Allows certain incidental information about the era • Portrays ambience and capabilities of the saint • Views of scholars such as Hughes, Walsh & Bradley [20] 			50
<p>4 (a) An examination and consideration of the issues involved in the claims of Armagh to primacy may include reference to, e.g.:</p> <ul style="list-style-type: none"> • To establish a centre for Patrick • Episcopal church’s survival against monasticism • Sources such as The Book of the Angel, Annalistic Entrees, List of Ecclesiastical rulers, hagiography, Letter from Pope Elect • Reliability of Muirchú and Tirechán • Views of scholars such as Sharpe, Stancliffe, Binchy [30] <p>(b) Critical assessment of the view that questions over religious leadership will always be divisive to the Christian faith may include references to, e.g.:</p> <ul style="list-style-type: none"> • Jesus as the main authority • Interpretation and application of teaching to present culture • Focus on individual claimant • Awareness of power and authority • Awareness of claimant proving to be a unifying element [20] 			50
Section A			100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Synoptic Assessment

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate to the course of study. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, 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 areas of study. They should make appropriate use of the content as set out in the subject content for 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 areas 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 areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas 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.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.• Well integrated response.• Clear and critical analysis.• Highly accurate use of evidence and examples.• Sophisticated style of writing. Very well structured and coherent throughout.	25–30
Band 4 <ul style="list-style-type: none">• A high degree of understanding of the connections between the selected areas of study in relation to the theme.• A well integrated response.• Some very good critical analysis.• Mainly accurate use of evidence and examples.• Mature style of writing.• Well structured and coherent throughout.	19–24
Band 3 <ul style="list-style-type: none">• A good understanding of the connections between the selected areas of study in relation to the theme.• For the most part an integrated response.• Reasonable degree of critical analysis.• A good degree of accurate evidence and examples.• Reasonably mature style of writing.• Some evidence of good structure and coherence.	13–18
Band 2 <ul style="list-style-type: none">• A limited understanding of the connections between the selected areas of study in relation to the theme.• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.• A limited attempt at critical analysis.• Insufficient use of accurate evidence and examples.• Immature style of writing.• Lacking in structure and coherence.	7–12
Band 1 <ul style="list-style-type: none">• A basic understanding of the connections between the selected areas of study in relation to the theme.• Demonstrating only partially accurate knowledge of the different content areas studied.• Little attempt, if any, at critical analysis.• Inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very effective comparison and evaluation of scholarly viewpoints.• Mature personal insight and independent thought.• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Good personal insight and independent thought.• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Some evidence of personal insight and independent thought.• A line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Some comparison and evaluation of scholarly viewpoints.• Limited personal insight and independent thought.• Little evidence of critical argument.• Inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Little, if any, comparison and evaluation of scholarly viewpoints.• Minimal personal insight and independent thought.• A basic attempt to follow a line of argument.• Imprecisely expressed.	0–4

Section B

5 (a) In outlining and examining the contribution of some key people to the nature of holiness candidates should refer to at least two different areas of study and could consider the following, e.g.:

- Reference to relevant key people
- Types and style of holiness encountered
- Consequences for the people concerned
- Any changes/challenges as a result of the holiness
- Questions surrounding the issue of holiness
- Opposition and rejection
- Future effects

[30]

(b) In critically assessing the view, candidates should refer to other aspects of human experience and could consider the following, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples
- Awareness of the effect of creating an ascetic, mystical, practical person
- Highlights the godliness of humanity
- Reinforces the faith
- Protection against evil
- Unites community
- Reaction towards materialism
- Distinction between ordinary actions and holiness
- Effect of ordinary actions rather than holiness based activities
- Clash between ordinary actions and activities of holiness
- Extent to which ordinary actions can lead to a withdrawal from holiness
- Extent to which ordinary actions leads to a practical holiness

[20]

50

Section B

50

Total

150



Rewarding Learning

ADVANCED
General Certificate of Education
2010

Religious Studies

Assessment Unit A2 6

assessing

Ethics and Society

[AR261]

WEDNESDAY 9 JUNE, MORNING

MARK SCHEME

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
<p>Band 4</p> <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
<p>Band 3</p> <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
<p>Band 2</p> <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
<p>Band 1</p> <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

AVAILABLE
MARKS

- 1 (a) A consideration of any **two** views on the nature of conscience may include, e.g.
- possible definitions, e.g. Aquinas, Butler, Kant
 - possible types, e.g. Religious conscience, Utilitarian conscience, Kantian conscience
 - Theories of conscience, e.g.
 - Aquinas and the authority of conscience
 - Butler and the intuitive conscience
 - Freud and the super-ego
 - the link between conscience and morality
 - the link between conscience and religious belief [30]
- (b) An assessment of the view could include, e.g.
- the extent to which conscience is crucial to morality
 - the extent to which conscience is the starting point for morality
 - the views of St. Paul – the role of conscience as the judge, under God
 - the extent to which the existence of guilt and shame proves the existence of conscience
 - conscience as universal or situational
 - conscience and natural law
 - the extent to which conscience needs to be instructed and trained
 - competing views of conscience, e.g. conscience as a product of upbringing, of society
 - the notion of diminished responsibility
 - conflict between conscience and church teaching, conscience and law
 - the manipulation of conscience to justify actions
 - citation of examples such as the Nazi conscience [20]

50

2 (a) An explanation of Christian and secular views on the nature of Human Rights could include, e.g.

- the origin of Human Rights in God and creation
- Human Rights as inherent not acquired
- Christian views on issues to do with dignity, equality and responsibility
- the influence of Natural Law, the contribution of Thomas Paine
- the influence of the Decalogue
- the influence of the Enlightenment
- natural rights v. positive rights
- theories of rights, e.g. relativist
- particular views, e.g. Locke, Singer
- Utilitarianism and Human Rights
- reference to the Universal Declaration of Human Rights
- definition of a “Human Right”
- different types of rights, e.g. social, cultural
- rights and responsibilities

[30]

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

- reference to issues to do with justice, equality, dignity, autonomy and mutuality
- the historical evolution of the debate
- rejection of patriarchal systems in ethics and religion
- the contribution of writers, e.g. Germaine Greer, Naomi Wolff, Mary Daly, Andrea Dworkin, Rosemary Radford Reuther
- women and involvement in religious ministry
- issues such as reproductive rights, economic rights
- the problem of conflicting rights
- problems to do with the assertion of absolute rights
- multiplicity of rights as leading to conflict
- possibility of the language of rights becoming degraded
- the talk of Human Rights as reflecting an individualist vision of society
- rights and responsibilities

[20]

AVAILABLE
MARKS

50

3 (a) An explanation of the origins, development and features of Just War theory could include, e.g.

- the historical evolution of the theory to the present
- reference to key figures, e.g. Aquinas, Augustine
- the influence of the Natural Law tradition
- distinction between jus ad bellum and jus in bello
- the criteria for Just War, e.g. legitimate authority, just cause, last resort, proportionality
- recent defenders of the theory, e.g. Paul Ramsey, Oliver O'Donovan
- possible examples of application of Just War criteria such as Vietnam, Iraq [30]

(b) An evaluation of the claim could include, e.g.

- the indiscriminate nature of modern weaponry, e.g. nuclear warfare; the problem of collateral damage
- problems pertaining to proportionality and discrimination
- the difficulty of distinguishing between combatant and non-combatant
- the Realist view of war
- how the development of modern weaponry could assist the delivery of JWT, e.g. laser guided weaponry provides greater capacity for target discrimination
- JWT as providing a rational justification for declaring war and enforcing constraints on what can be done in war
- the relevance of the Doctrine of Double Effect
- is JWT really a moral way of "policing" the world and conflict?
- the Pacifist challenge to develop non-violent means of conflict resolution
- the Christian commitment to work for peace and reconciliation [20]

AVAILABLE
MARKS

50

- 4 (a) An examination of the religious and moral arguments in favour of Capital Punishment could include, e.g.
- relevant Biblical teaching, e.g. Genesis 9:6, the O.T. Mosaic Law and its citing of capital offences, Paul's Letter to the Romans (ch.13)
 - relevant denominational perspectives, e.g. Roman Catholic, Protestant
 - the Natural Law perspective
 - the Utilitarian perspective
 - the views of Immanuel Kant
 - relevant arguments pertaining to issues concerning – just desserts, deterrence, natural justice, the duty of society to protect its citizens [30]

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

- how any future threat posed by the executed criminal is removed (may be the only option for certain societies)
- society has a duty to guard those who are vulnerable, e.g. the elderly, children
- other options, e.g. secure imprisonment though cost factors
- its failure as a form of deterrence
- how despite the maintaining of the death penalty, a “culture of death” still prevails in society
- its barbaric nature
- the problem of the innocent
- the purpose of the penal system
- the importance of reformation and rehabilitation
- particular challenges for the Christian, e.g. the Fifth Commandment, the Sanctity of Life argument, the importance of compassion and forgiveness
- the use of Capital Punishment as being counter productive [20]

Section A

**AVAILABLE
MARKS**

50

100

Levels of Response

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

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- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, 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 areas of study. They should make appropriate use of the content as set out in the subject content for 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 areas 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 areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas 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.

A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.• Well integrated response.• Clear and critical analysis.• Highly accurate use of evidence and examples.• Sophisticated style of writing. Very well structured and coherent throughout.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• A high degree of understanding of the connections between the selected areas of study in relation to the theme.• A well integrated response.• Some very good critical analysis.• Mainly accurate use of evidence and examples.• Mature style of writing.• Well structured and coherent throughout.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• A good understanding of the connections between the selected areas of study in relation to the theme.• For the most part an integrated response.• Reasonable degree of critical analysis.• A good degree of accurate evidence and examples.• Reasonably mature style of writing.• Some evidence of good structure and coherence.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• A limited understanding of the connections between the selected areas of study in relation to the theme.• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.• A limited attempt at critical analysis.• Insufficient use of accurate evidence and examples.• Immature style of writing.• Lacking in structure and coherence.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• A basic understanding of the connections between the selected areas of study in relation to the theme.• Demonstrating only partially accurate knowledge of the different content areas studied.• Little attempt, if any, at critical analysis.• Inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very effective comparison and evaluation of scholarly viewpoints.• Mature personal insight and independent thought.• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Good personal insight and independent thought.• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Some evidence of personal insight and independent thought.• A line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Some comparison and evaluation of scholarly viewpoints.• Limited personal insight and independent thought.• Little evidence of critical argument.• Inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Little, if any, comparison and evaluation of scholarly viewpoints.• Minimal personal insight and independent thought.• A basic attempt to follow a line of argument.• Imprecisely expressed.	0–4

Section B

**AVAILABLE
MARKS**

5 (a) An explanation of some main ideas on the relationship between religion and the state could include, e.g.

- how religion and state should be separate in principle yet together make one commonwealth
- how religion and state should be kept separate, e.g. religion looks after the spiritual realm; state looks after matters of administration and justice
- how religion should have nothing to do with the state
- the role of religion in standing up for standards of justice and righteousness
- aspects where religion and state could come into conflict, e.g. war, medical research, sexual ethics, human rights
- issues pertaining to authority – religious or secular? [30]

(b) In critically evaluating the view, candidates should refer to other aspects of human experience and could consider the following, e.g.

- where the state has failed to protect its citizens – corruption, unjust laws, Nazi Germany, Pol Pot
- issues to do with integrity and justice
- the conscientious objector
- the autonomy of the individual
- the state as democratically elected, divinely ordained
- the position of the state in Islam, in Christianity
- the state is not absolute, so should be challenged
- consideration of historical and/or contemporary examples such as Martin Luther King, Oscar Romero, Dietrich Bonhoeffer, Victoria Gillick, Gandhi, Jesus, Calvin [20]

Section B

50

50

Total

150



Rewarding Learning

ADVANCED
General Certificate of Education
2010

Religious Studies

Assessment Unit A2 7

assessing

Religious Belief and Competing Claims

[AR271]

WEDNESDAY 9 JUNE, MORNING

MARK SCHEME

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

There are separate levels of response for section A and Section B of the A2 paper.

A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
Band 4 <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
Band 2 <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
Band 1 <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

- 1 (a)** An outline and examination of Christian teaching on Creationism and Intelligent Design may include, e.g.:
- a brief outlining of the Genesis Narratives (Genesis 1 and 2)
 - exploration of a literalist approach to these Narratives
 - examination of Christian teaching concerning the creation of the universe and of life, God's role as sole creator and sustainer of the universe
 - exploration of the time scale of creation, over a six day period
 - possible dating of the creation event (Archbishop Ussher's dating)
 - exploration of the Intelligent Design argument as proof of an Intelligent Creator
 - reference to the Cosmological and/or Teleological Arguments
 - exploration of the views of Christian scholars – Wilberforce, Teilhard, Polkinghorne
 - rejection of alternative views of creation
 - consideration of the limitations of such views as scientific rather than faith positions
 - historical context [30]
- (b)** An evaluation of the claim that the Genesis Narratives have no value in a modern scientific age may include, e.g.:
- scientific challenges to the Genesis Narratives
 - rejection of the Narratives as the result of scientific ignorance, as mythology
 - reference to the impact of Darwin's Theory of Evolution and scientific views concerning the origins of the Universe – the Big Bang Theory, Steady State Theory
 - reference to Creationism, Accommodationism and Empiricism
 - exploration of the views of relevant theistic and atheistic scientists – Dawkins, Hawking, Teilhard, Leibniz
 - continued controversy concerning the teaching of Genesis, notably in the educational arena
 - counter-challenges to the stated claim, the enduring spiritual and intellectual worth of the Narratives
 - the Narratives as 'myth', exploration of the rich symbolism of the Narratives [30]

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- 2 (a)** An outline and examination of Freud's interpretation of religious belief may include, e.g.:
- Freud's rejection of religion as universal neurosis, illusion
 - Freud's analysis of the origins of religious belief
 - teachings concerning the Oedipus Complex and the Primal Horde
 - reference to the importance of ritual sacrifice and forgiveness of sin within religion
 - influences on Freud's work including Feuerbach and Darwin
 - possible critique of Freud's interpretation of religious belief [30]
- (b)** A critical assessment of the claim that psychology has contributed little to an understanding of religious belief may include, e.g.:
- psychology's analysis of the origins and role of religion within society
 - reference to the positive role of psychology, analysing the impact of religious belief on the community and the individual
 - the importance of scientifically exploring religion and religious belief
 - reference to the contribution of selected psychologists to the debate – Freud and Jung
 - the negative impact psychology can have on religious belief, as undermining Divine revelation
 - a critique of the conclusions of psychology concerning religious belief [20]
- 3 (a)** An explanation of the Marxist critique of religion may include, e.g.:
- Marx's view that the criticism of religion is the premise of all criticism
 - an outlining of Karl Marx's rejection of religion as the opium of the people
 - reference to Marx's atheistic and materialist view of the world
 - Marx's view of God as projection of the alienated mind
 - Marxist analysis of religion as a reactionary force, and the Church as oppressive force
 - possible subsequent development of Marx's views by Mao Tse Tung, Lenin, Stalin
 - reference to atheistic Marxism as practised by Communist States
 - influences on Marx's views, e.g. Feuerbach [30]
- (b)** A critical evaluation of the claim that Christian and Marxist philosophies cannot be reconciled may include, e.g.:
- an exploration of Marxism as presenting a diametrically opposed world vision to that of Christianity, an atheistic and materialist vision versus a theistic and spiritual vision
 - reference to differences and/or similarities between the two named philosophies
 - reliance on key texts, authoritative leadership, the use of mediators and commands
 - Marx as presenting a 'secularised religion', striving to build heaven on earth (Utopia)
 - exploration of the parallels between the role of the Christian leadership and State leadership within a Communist State
 - Communist States as striving to provide alternatives to religious beliefs and rituals
 - possible reconciliation through the ideas of Liberation Theology [20]

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4 (a) An outline and examination of the links between religion and morality may include, e.g.:

Theistic view of morality

- affirming the link between religion and morality
- God as Divine lawgiver
- sacred texts as establishing moral codes
- an exploration of selected Divine commands – the Decalogue, the Sermon on the Mount
- reference to the moral teaching of key figures – the prophets, Jesus and Paul
- the views of selected scholars – Aquinas, Kant
- possible reference to the Euthrypho Dilemma
- the continued role of church leadership in affirming religious morality
- expectation of heavenly reward

Atheistic view of morality

- challenging the link between religion and morality
- humanity as sole moral law maker
- the rejection of Divine commands
- the views of selected schools of thought – Utilitarianism, Humanism, Existentialism
- reference to selected humanist moral codes/Manifestos
- morality as dependant on culture and experience [30]

(b) A critical assessment of the claim that Christian morality is increasingly open to challenge may include, e.g.:

- rejection of Christian morality in an increasingly pluralist society
- rejection of all forms of theistic morality in a modern scientific, secular era
- religious morality as inflexible and intolerant
- challenges to Christian leadership and authority
- reference to specific areas where Christian morality is challenged – sexuality, marriage, right to life
- decreasing attendance at Christian worship
- exploration of the views of selected atheistic scholars such as Weber, Sartre, Dawkins
- counterchallenges to the stated claim, humanity’s need for moral absolutes
- reference to the Moral Argument
- problems presented by ethical relativism and the Christian response [20]

Section A

50

100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Synoptic Assessment

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, correct language and terminology appropriate to the course study. In addition, for synoptic assessment, A level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 overleaf, 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 areas of study. They should make appropriate use of the content as set out in the subject content for 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 areas 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 areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas 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.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.• Well integrated response.• Clear and critical analysis.• Highly accurate use of evidence and examples.• Sophisticated style of writing. Very well structured and coherent throughout.	25–30
Band 4 <ul style="list-style-type: none">• A high degree of understanding of the connections between the selected areas of study in relation to the theme.• A well integrated response.• Some very good critical analysis.• Mainly accurate use of evidence and examples.• Mature style of writing.• Well structured and coherent throughout.	19–24
Band 3 <ul style="list-style-type: none">• A good understanding of the connections between the selected areas of study in relation to the theme.• For the most part an integrated response.• Reasonable degree of critical analysis.• A good degree of accurate evidence and examples.• Reasonably mature style of writing.• Some evidence of good structure and coherence.	13–18
Band 2 <ul style="list-style-type: none">• A limited understanding of the connections between the selected areas of study in relation to the theme.• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.• A limited attempt at critical analysis.• Insufficient use of accurate evidence and examples.• Immature style of writing.• Lacking in structure and coherence.	7–12
Band 1 <ul style="list-style-type: none">• A basic understanding of the connections between the selected areas of study in relation to the theme.• Demonstrating only partially accurate knowledge of the different content areas studied.• Little attempt, if any, at critical analysis.• Inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very effective comparison and evaluation of scholarly viewpoints.• Mature personal insight and independent thought.• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Good personal insight and independent thought.• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Some evidence of personal insight and independent thought.• A line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Some comparison and evaluation of scholarly viewpoints.• Limited personal insight and independent thought.• Little evidence of critical argument.• Inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Little, if any, comparison and evaluation of scholarly viewpoints.• Minimal personal insight and independent thought.• A basic attempt to follow a line of argument.• Imprecisely expressed.	0–4

Section B

- 5 (a)** An outline and examination of some ideas on the nature of leadership, candidates should refer to at least two areas of study and may include, e.g.:
- a definition of the term ‘leader/leadership’
 - an exploration of the role of a leader and that of their followers/disciples
 - authoritative message/preaching articulated and recorded
 - leadership as entailing challenge, radical reform and conflict
 - reference to sacred and/or secular leadership
 - reference to the views of selected scholars – Plato, Socrates
 - the concept of vocation or call to leadership
 - the mission of a leader
 - reference to selected texts – the Communist Manifesto, the Bible, the Qur’an
 - challenges to the concept of leadership as elitist, non democratic [30]

- (b)** A critical assessment of the claim that religious leaders and philosophers have often undermined religion may include, e.g.:
- An open-ended response citing relevant contemporary and/or historical examples with reference to other aspects of human experience
 - An exploration of the views of selected leaders who have undermined religion – those with a profoundly atheistic message and/or extremist religious message
 - An exploration of the role and responsibilities of leadership with particular reference to religion
 - Examples of where leaders have undermined and/or supported religious truths, beliefs and practices
 - Reference to the work of selected atheistic leaders/thinkers – Dawkins, Pullman, Hawking
 - Reference to the work of contemporary religious leaders – Pope Benedict XVI, the Dalai Lama, Dr Ian Paisley, Dr Stafford Carson
 - Examples of the continuing conflict between religious and secular leadership
 - Exploration of the role of religious and/or philosophical leaders in affirming the importance and relevance of religion in the modern world
 - Reference to the relationship between religious and political leadership [20]

Section B

Total

50

50

150

New
Specification



Rewarding Learning

ADVANCED
General Certificate of Education
2010

Religious Studies

Assessment Unit A2 8

assessing

Islam: Law, Tradition and Practice

[AR281]

WEDNESDAY 9 JUNE, MORNING

MARK SCHEME

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to 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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

A2 BANDS

AO1 (30 marks)

Band 5 <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
Band 4 <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	19–24
Band 3 <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	13–18
Band 2 <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
Band 1 <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
Band 4 <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
Band 2 <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
Band 1 <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

**AVAILABLE
MARKS**

1 (a) An outline and examination may include some of the following, eg.

- role before Allah, equal
- role in the family, status of mothers
- the requirement to marry, Muslim husband
- marriage contract, woman participates, requirement of a dowry, polygamy allowed but limited to four, need for equality
- divorce, women can initiate, before a court with a witness
- modesty and veiling
- controversial passages in the Qur'an, regarding status of women, or disciplining of women
- specific sections from the Qur'an should be referred to [30]

(b) Candidates may wish to evaluate some of the following, eg.

- mistaken because Islam introduced radical changes and raised the status of women: infanticide, marriage, dowry, limits on polygamy, divorce, inheritance
- mistaken because Islam was well ahead of the time in improving women's rights
- mistaken because the protection of women is a recurring theme in Islam: polygamy, veiling
- mistaken because many Muslim women enjoy freedom in their families, careers, geographical context
- mistaken because where there is oppression there are other causes: male dominance, cultural/tribal norms, a mistaken interpretation and application of Islam, non-Islamic customs eg. honour-killing, female circumcision
- western world could be accused of the oppression of women due to a materialistic and consumer driven culture [20]

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2 (a) An outline and explanation may include some of the following, eg.

- Allah (Tawhid): one God, eternal, creator, omnipotent, omnipresent, omniscient, infinite, immanent, transcendent, merciful and compassionate, judge
- Angels and Prophets (Risalah):
angels were first creation, immortal, no freewill, can communicate with man, made of light, recording angels, Jibrail (and other named angels), devil
prophets were sent to reveal the message of Allah, messages were ignored or corrupted and more prophets had to be sent, line of prophets: Adam, Ibrahim, Musa, Dawud, Isa, Muhammad (the Seal)
- these are three of the five key beliefs or articles of faith [30]

(b) An evaluation may include some of the following, eg.

- aspects of the Muslim faith or religious practices may not be known or understood
- may face religious intolerance or hate crimes due to misunderstanding
- may be misunderstood in school or workplace because of Muslim rituals and festivals, food laws, prohibition on alcohol and dancing
- may face prejudice because of lack of understanding of Islam
- may face misunderstanding on an intellectual basis because belief in God can be seen as illogical or naive
- may face misunderstanding due to international terrorism
- may face misunderstanding in relation to the role or veiling of women
- the geographical context will determine the existence or level of misunderstanding
- it is not only the Islamic community that face being misunderstood due to religious beliefs [20]

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3 (a) An explanation may include some of the following, eg.

- outline of how the preparations for death are carried out: family presence, prayer, facing Mecca, closing of eyes,
- outline of how the death rituals are carried out: washing, shrouding, Salat ul Janaza, the funeral,
- Islamic practices regarding: burial and the grave
- the symbolic significance of the rituals: bed and grave directed towards Mecca, words whispered in the ear showing Allah is the last thing in their mind, use of white cloth showing: equality, purity, simplicity, echoes of Salat and Hajj
- the beliefs expressed in the rituals: in Allah, in the afterlife, in Allah's timing (Kismet)
- the involvement and importance of the community (ummah): supporting up until death, washing the body, attending the funeral, the final prayer and the burial [30]

(b) A critical assessment may include some of the following, eg.

- rituals are an important means of preserving religious identity and evidence could be drawn from any of the rites of passage
- rites of passage do cover key events in the cycle of life: birth to death and provide an individual with a sense of identity and belonging
- rituals pass traditions from generation to generation and preserve identity
- rites of passage such as birth, marriage and death offer community support to the parents, the bride, groom and wider families and to the bereaved family, this creates a clear sense of belonging and identity
- rites of passage may offer much more than just a sense of identity: marks a key point in life, invites the involvement of Allah, emotional and psychological support
- reference may be made to other Islamic rituals such as the pillars, festivals
- however rituals can become empty ceremonies if performed too often or if the individuals involved are not committed Muslims
- the actual sense of identity is more meaningful to the wider family/ community than the individuals themselves eg. the newborn child, the deceased
- other possible sources of identity could be explored: the centrality of the Qur'an, key beliefs, the pillars, rituals particular to the Shia [20]

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- 4 (a) An identification and explanation may include some of the following, eg.
- Ali as the rightful successor to Muhammad
 - belief in the Hidden Imam, the Seveners and Twelvers, Mahdi
 - adjusted Articles of Faith, in the light of beliefs regarding the Hidden Imam
 - adjusted pillars: Shahadah added to, Salah (head placed on mud brick), Zakat (more given), Sawm (is longer), Hajj (additional pilgrimage sites)
 - additional festivals
 - share key beliefs and practices with Sunni [30]

(b) A critical assessment may include some of the following, eg.

- key divisions: Sunni, Shia, Sufi
- relevance of sources of division: different views on leadership, theology, interpretation of the Qur'an and its application
- division helps to clarify beliefs and practices, consideration of key people
- division can bring a richness to the community, one group can learn from another and adapt their ways eg. contribution of Sufism
- consideration of the more harmful aspects of division, any real sense of 'ummah' diminished
- division has resulted in violence and death [20]

Section A

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A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.• Well integrated response.• Clear and critical analysis.• Highly accurate use of evidence and examples.• Sophisticated style of writing. Very well structured and coherent throughout.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• A high degree of understanding of the connections between the selected areas of study in relation to the theme.• A well integrated response.• Some very good critical analysis.• Mainly accurate use of evidence and examples.• Mature style of writing.• Well structured and coherent throughout.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• A good understanding of the connections between the selected areas of study in relation to the theme.• For the most part an integrated response.• Reasonable degree of critical analysis.• A good degree of accurate evidence and examples.• Reasonably mature style of writing.• Some evidence of good structure and coherence.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• A limited understanding of the connections between the selected areas of study in relation to the theme.• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.• A limited attempt at critical analysis.• Insufficient use of accurate evidence and examples.• Immature style of writing.• Lacking in structure and coherence.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• A basic understanding of the connections between the selected areas of study in relation to the theme.• Demonstrating only partially accurate knowledge of the different content areas studied.• Little attempt, if any, at critical analysis.• Inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very effective comparison and evaluation of scholarly viewpoints.• Mature personal insight and independent thought.• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Good personal insight and independent thought.• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Very good comparison and evaluation of scholarly viewpoints.• Some evidence of personal insight and independent thought.• A line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Some comparison and evaluation of scholarly viewpoints.• Limited personal insight and independent thought.• Little evidence of critical argument.• Inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.• Little, if any, comparison and evaluation of scholarly viewpoints.• Minimal personal insight and independent thought.• A basic attempt to follow a line of argument.• Imprecisely expressed.	0–4

- 5 (a)** In outlining and examining major issues relating to orthodoxy candidates should refer to at least two different areas of study and could consider the following, eg:
- consideration of what is meant by ‘orthodoxy’
 - consideration of how orthodoxy has been determined, influence of key individuals
 - the issues which have arisen from such debates
 - consideration of orthopraxy and heterodoxy
 - the consequences of such controversy
 - the long-term legacy of these major issues [30]
- (b)** In critically assessing the view, candidates should refer to other aspects of human experience and could consider the following, eg:
- an open-ended response citing relevant contemporary and/or historical examples
 - consideration of why orthodoxy has been or is a constant struggle, defining orthodoxy, challenges to orthodoxy from within and without religious communities
 - consideration of the role of individuals who have promoted contrasting or divisive teachings
 - consideration of why orthodoxy is not difficult in the modern world, settled debates
 - consideration of other or greater struggles: authority and leadership, orthopraxy, assimilation, tolerance, secularism
 - the consequences of such struggles [20]

Section B

Total

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150

