

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

**Summer 2009**

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

**MARK SCHEMES (2009)**

**Foreword**

***Introduction***

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

***The Purpose of Mark Schemes***

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

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

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

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

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



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New  
Specification



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## **Religious Studies**

**Assessment Unit AS 1**

*assessing*

**An Introduction to the Gospel of Luke**

**[AR111]**

**FRIDAY 5 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## Part 1: Levels of Response

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

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

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



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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question from Section A.

- |   |     |   |      |    |
|---|-----|---|------|----|
| 1 | (a) | Knowledge and understanding could include, e.g. <ul style="list-style-type: none"> <li>• Evidence of Luke’s interest in the downtrodden, oppressed and outcast</li> <li>• Discussion of the gospel as one of mercy, prayer and Holy Spirit</li> <li>• The importance of women in the gospel</li> <li>• Evidence for an interest in history</li> <li>• Luke’s interest in table-fellowship and domestic incidents</li> <li>• Evidence that Luke writes in the best Greek of the gospels</li> <li>• Any other relevant theme studied.</li> </ul>  | [35] |    |
|   | (b) | An exploration of the view could include, e.g. <ul style="list-style-type: none"> <li>• Consideration of the main purposes of Luke’s Gospel, including showing the continuation of Christianity with Judaism; to correct misunderstandings about Christianity; to show the universality of salvation and the forgiveness of God</li> <li>• Evidence to support the view that Luke’s purposes are clearly portrayed in the Special “L” source material – including parts of the infancy/journey narratives, parables and miracles concerning Gentiles/Samaritans and women; words of forgiveness in the Passion Narrative</li> <li>• Possible counter argument citing passages from Mark and Q which also provide evidence of Luke’s purposes</li> </ul> | [15] | 50 |
| 2 | (a) | Knowledge and understanding could include, e.g. <ul style="list-style-type: none"> <li>• Discussion of the different types of miracle in the gospel – healing, nature, exorcism and raising from the dead</li> <li>• The purpose of the miracles – to teach about the Kingdom of God; to show Jesus as Messiah; to reach out to the marginalised; to show forgiveness; to illustrate the power of Jesus; to show faith</li> <li>• The characteristics of the miracles – pleas by person in trouble; words of reassurance; the miracle itself and return of person to family/community; response to miracle</li> <li>• Evidence from the miracles studied</li> </ul>   | [35] |    |
|   | (b) | An exploration of the claim could include, e.g. <ul style="list-style-type: none"> <li>• Agreement that Jesus was mainly concerned with healing and he removed suffering whenever he experienced it – evidence to support this claim from the text</li> <li>• Counter argument that Jesus had other concerns</li> <li>• Teaching and spreading the good news of salvation</li> <li>• Teaching about the Kingdom of God</li> <li>• Forgiveness and inclusion of outcasts and the marginalised</li> </ul>   | [15] | 50 |

**Section A** **50**

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

- 3 (a)** Knowledge and understanding could include, e.g.
- A detailed account of the narratives in Luke 10: 25–37 and Luke 18: 9–14
  - Discussion on the contrast between the behaviour of the religious leaders and the behaviour of the Samaritan (outcast)
  - The contrast between true religion and false religion – Luke’s theme of reversal
  - Discussion on the contrast between the behaviour of the Pharisee and the Tax collector – true and false repentance
  - Concern for other humans must come before anything else
- [35]
- (b)** An exploration of the view in relation to other aspects of human experience could include, e.g.
- An open ended response citing relevant contemporary and/or historical examples
  - The need for forgiveness, tolerance, mercy and compassion in the world today as much as in the time of Jesus
  - An exploration of attitudes of prejudice and discrimination
  - Reference to the global aspect of society and the relevance of Jesus’ teaching
  - The demands and challenges of confronting such behaviour
  - The consequences for society if such behaviour is not challenged
  - Possible counter claim parables or their message are not relevant anymore.
- [15]
- 4 (a)** Knowledge and understanding could include, e.g.
- Detailed account of the narrative in Luke 2: 21–40
  - Discussion of the importance of the ceremonies of circumcision, presentation and purification
  - Examination of the main characters – Mary/Joseph; Simeon/Anna
  - Understanding of various Lukan themes present – the call of all people to salvation; the importance of prayer; respect for women; necessity of suffering; trust in God
- [35]
- (b)** An exploration of the view in relation to other aspects of human experience could include, e.g.
- An open ended response citing relevant contemporary and/or historical examples
  - The relevance of initiation ceremonies for the believer and the importance attached to them in various traditions
  - The importance of religious rituals as symbols of belonging to the community
  - The place of adult/infant and believers’ baptism in the Christian church

50

- The place of confirmation/christmation and Eucharist/Communion in some Christian churches
- The lack of understanding of the symbolism and meaning of the ceremonies
- The fall in attendance at religious services despite many being part of a religious community
- Challenges to the stated claim, e.g. they are not empty rituals but important life events.

[15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**



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**Religious Studies**  
**Assessment Unit AS 2**  
*assessing*

An Introduction to  
the Acts of the Apostles

**[AR121]**

**FRIDAY 5 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## Part 1: Levels of Response

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

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study (AO1);
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument (AO2).

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed below, the band in which the candidate has performed the examiner should then decide on the appropriate mark within the range for the band.



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

### **Band 5 ([29]–[35])**

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- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
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### **Band 1 ([0]–[3])**

- A simplistic response.
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## **Quality of Written Communication**

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question from Section A.

1 (a) An explanation of the arguments could include the following, e.g.

- travel diary (“we passages”)
- eye-witness reports (Paul, Philip, Peter etc.)
- Mark
- Paul’s letters
- Jerusalem church reports
- Antioch church reports
- Council of Jerusalem documents/reports
- Greek Old Testament
- Aramaic documents
- difficulties arising with identifying sources with ancient documents
- Luke’s role as an editor [35]

(b) An exploration of the claim may include, e.g.

- the purpose of the text
- Acts as an historical and/or theological text
- “we passages”
- relationship with Paul’s letters
- Luke’s honesty in describing strengths and weaknesses
- archaeological evidence, e.g. titles, names, customs, practices
- evidence concerning the dating of the text
- dedication to Theophilus
- counter claims – Luke’s purposes. The effect other purposes have on the reliability of the text [15]

50

2 (a) An account of Stephen’s speech and its significance may include:

- the charges brought against Stephen (6: 8–15)
- Stephen’s speech in response to these charges (7: 1–54): the speech in chronological order/or Stephen’s response in relation to the charges that he spoke against the law, Moses and the Temple
- consideration of the theological/evangelical impact of his speech
- Stephen’s background [35]

(b) An exploration of the claim may include, e.g.

- examples of Philip’s evangelising activity – mass evangelism in Samaria, personal evangelism with Ethiopian eunuch
- implications of Philip’s evangelising activity for the spread of the gospel outside Jerusalem
- the impact of martyrdom for the spread of the Christian faith
- the significance of the martyrdom of Stephen for the spread of the gospel outside Jerusalem – persecution and scattering of the believers
- equal validity of both roles [15]

50

Section A

50

**Section B**

Answer **one** question from Section B.

- 3 (a)** An explanation of the main difficulties could include the following, e.g.
- Troas – cannot go to Bithynia
  - Philippi – Lydia; slave girl; jailor
  - Thessalonica – Jewish opposition; Jason fined
  - Berea – Jews followed there; Paul sent away
  - Athens – poor response
  - Corinth – moved to Titius; 18 months; Paul seized; Gallio [35]

- (b)** An exploration of the view in relation to other aspects of human experience could include, e.g.
- an open ended response citing relevant contemporary and/or historical examples
  - Paul’s response as an example
  - teamwork
  - correspondence with churches
  - determination
  - adaptability of his message
  - guidance of the Holy Spirit
  - determination in the face of suffering [15]

- 4 (a)** An account could include the following, e.g.
- the lame man begging at the Temple gate
  - Peter’s words to the lame man
  - the healing
  - the reaction of the crowd
  - Peter’s speech in Solomon’s Colonnade
  - example of kerygmatic pattern
  - the impact of preaching combined with miracle
  - courage to face the consequences
  - resulting opposition from the Jewish authorities [35]

- (b)** An exploration of the claim in relation to other aspects of human experience could include, e.g.
- an open ended response citing relevant contemporary and/or historical examples
  - necessity of faith for Jesus’ miracles and miracles performed in the Early church
  - faith healing
  - arguments surrounding the validity of miracles
  - religious pilgrimage
  - superstition
  - science and reason [15]

**Total**

50

50

**100**





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## **Religious Studies**

**Assessment Unit AS 3**  
*assessing*

An Introduction to Old Testament  
Covenant and Prophecy

**[AR131]**

**FRIDAY 5 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## Part 1: Levels of Response

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

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

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



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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
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## **Quality of Written Communication**

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

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

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

## Section A

Answer **one** question from Section A.

		AVAILABLE MARKS
1	<p><b>(a)</b> An explanation of the achievements may include some of the following, e.g.</p> <ul style="list-style-type: none"> <li>• Rise to power, e.g. killing of Goliath and military successes</li> <li>• Establishment of Jerusalem as the capital city</li> <li>• Administration of the state</li> <li>• Defeat of the Philistines</li> <li>• Return of the Ark of the Covenant and its religious significance</li> <li>• Significance of the attachment of the priests of the house of Eli to the royal court</li> <li>• Decision not to build a temple to house the Ark</li> <li>• Davidic covenant</li> </ul>	[35]
	<p><b>(b)</b> An exploration of the view may include, e.g.</p> <ul style="list-style-type: none"> <li>• Military and Political achievements</li> <li>• Commercial wealth</li> <li>• Defender and Protector of Israel's faith</li> <li>• An everlasting covenant as a sign of God's blessing</li> <li>• Naked political ambition – Desire for power</li> <li>• Limits to tribal freedom</li> <li>• Resentment of the northern tribes</li> <li>• Covenant disobedience</li> <li>• Family problems</li> <li>• Political rivalry and jealousy</li> </ul>	[15]
2	<p><b>(a)</b> An explanation of the nature of the call may include, e.g.</p> <ul style="list-style-type: none"> <li>• Personal details on Isaiah of Jerusalem</li> <li>• Political context of Isaiah's call to be prophet</li> <li>• Reference to Judah as a sinful nation</li> <li>• Knowledge and explanation of the call</li> <li>• Commentary on the significance of the call</li> </ul>	[35]
	<p><b>(b)</b> An exploration of the claim may include, e.g.</p> <ul style="list-style-type: none"> <li>• Reference to other prophets who also received a call, e.g. Amos or the call of any other prophet studied</li> <li>• Detail on reluctance at first but for different reasons</li> <li>• Willingness and enthusiasm came with God's intervention</li> <li>• Divine compulsion followed God's request to be his spokesperson</li> </ul>	[15]
<b>Section A</b>		<b>50</b>

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

(a) A description may include, e.g.

- Historical and personal background to Amos
- Knowledge and explanation of unjust practices
- Comparison made to the lifestyle of the rich
- Amos' social message
- Reference to God as a righteous judge
- Call for repentance and change of lifestyle
- Knowledge and explanation of the Visions and the teaching on 'The day of the lord' as indications of God's judgement
- Note of hope as seen in Remnant

[35]

(b) An exploration of the claim in relation to other aspects of human experience may include, e.g.

- An open ended response citing relevant contemporary and/or historical examples
- Contribution to the causes of absolute poverty in developing nations by the rich and powerful
- Relative poverty in the developed world and the extent to which it is caused through exploitation and greed
- Reference to a secular and materialistic society
- Commitment by many not to exploit but to help the most vulnerable in society. Examples from the developing and the developed world
- Extent to which values of justice, equality and love are embedded in society
- View that injustice will always exist to some extent because there will always be people who wish to exploit the poor in order to become rich
- The challenge of presenting God's love and justice to a fallen world

[15]

50

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

- Historical and personal background to Micah
- Detail on and explanation of social injustice against the poor
- Micah's condemnation of the Rich
- Theme of Judgement especially in relation to the cities
- Attack on the priests, judges and false prophets
- Call for repentance and righteousness
- Need for relationship between worship and conduct
- Reference to Remnant and Messiah
- Summary of teachings

[35]

- (b) An assessment in relation to other aspects of human experience may include, e.g.
- An open ended response citing relevant contemporary and/or historical examples
  - The presence of Social Injustice in society: Land grabbing, Slavery, Creditors, Market value for goods, Fraudulent trading
  - The concept of Human rights and Human needs
  - The quality of Leadership: Religious, Social, Political
  - The relationship between worship and conduct
  - Righteousness: Is there respect for God's laws?
  - Repentance: Is there sorrow and penitence for sin?
  - Judgement: Are people accountable to God?
  - Nature of God: How do people view God?
  - Hope: Is there a need for it? Where can it be found?

		AVAILABLE MARKS
	[15]	50
<b>Section B</b>		<b>50</b>
<b>Total</b>		<b>100</b>



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## **Religious Studies**

**Assessment Unit AS 4**

*assessing*

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

**[AR141]**

**TUESDAY 16 JUNE, MORNING**

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**MARK  
SCHEME**

## Part 1: Levels of Response

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

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

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.



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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question from Section A.

- 1 (a) An account of the life and work of Ignatius may include, e.g.
- biographical details of Ignatius
  - context of his letters
  - content of the letters
  - major themes, e.g. martyrdom, heresy, disunity, episcopal authority
  - connection with Polycarp
- [35]
- (b) An assessment of the extent to which these letters give a clear picture of the problems faced by the Early Church may include, e.g. In Ignatian letters
- the church was facing persecution and martyrdom was a real threat
  - heresy was a growing problem
  - divisions were beginning to appear among believers
  - there was a growing need for strong leadership
  - an authoritative voice was needed to guide and protect the church
  - some bishops were young and inexperienced in the writings of Clement
  - there was strife and division in the church at Corinth
  - the authority of established church leaders was being questioned
  - some candidates may make reference to other Apostolic Fathers, e.g. Didache shows problem of false prophets
- On the other hand
- these letters are local in character and may not reflect the situation in other churches
  - some writers may over emphasize a particular problem and so give it an importance out of proportion to the situation of the church as a whole
- [15]
- 2 (a) A explanation of the main social, political and economic factors which helped the church to spread may include, e.g.
- the social inclusiveness of Christianity
  - the witness of Christians in the face of persecution
  - the appeal of Christianity to those seeking spiritual fulfilment elsewhere, e.g. through the Mystery Religions
  - Pax Romana
  - good communication network
  - universal language
  - Paul's missionary activity
- [35]

50

- (b) An explanation of this claim may include, e.g.
- only means of showing loyalty to the state was through Emperor worship which was impossible for Christians
  - refusal to worship the Emperor excluded Christians from positions in government service and the army
  - Christian views on pacifism also excluded them from military service
  - the immoral nature of many social activities, e.g. theatre, games meant that Christians could not participate in them
  - on the other hand there is evidence of Christians in high positions of government, e.g. Flavius Clemens
  - Writings of Justin emphasize Christians' desire to be good and loyal citizens
  - by the end of the second century there were Christians in the Roman army

[15]

**Section A**

**AVAILABLE  
MARKS**

50

**50**

## Section B

Answer **one** question from Section B.

		AVAILABLE MARKS
<p><b>3 (a)</b> A description of the conversion and religious policy of the Emperor Constantine may include, e.g.</p> <ul style="list-style-type: none"> <li>• the two accounts of his conversion by Eusebius and Lactantius</li> <li>• possible reasons for his conversion</li> <li>• The Edict of Milan and the end of persecution</li> <li>• restoration of church property</li> <li>• building of new churches</li> <li>• preferential treatment of the clergy</li> <li>• Sunday as a public holiday</li> <li>• rise in importance of the role of the bishop</li> <li>• more humanitarian civil laws</li> </ul> <p style="text-align: right;">[35]</p> <p><b>(b)</b> A consideration of this claim in relation to other aspects of human experience may include, e.g.</p> <ul style="list-style-type: none"> <li>• relevant specific contemporary and/or historical examples to illustrate their points</li> <li>• various historical examples of tension between religion and state, e.g. Henry VIII and the English Reformation</li> <li>• contemporary examples, e.g. conflict between the laws of the State and religious teaching on such issues as abortion, divorce or homosexuality</li> <li>• the part played by religious leaders in supporting or opposing State policy, e.g. in relation to warfare</li> </ul> <p style="text-align: right;">[15]</p>	50	
<p><b>4 (a)</b> The significance of these persecutions may include, e.g.</p> <ul style="list-style-type: none"> <li>• long period of peace which preceded the Decian persecution</li> <li>• Decius' motives for renewing the persecution</li> <li>• first Empire-wide persecution by Edict</li> <li>• requirement to obtain certificates</li> <li>• intention to produce apostates, not martyrs</li> <li>• large number of Christians who denied their faith</li> <li>• problem of readmission to the church after the persecution</li> <li>• Valerian's motives for renewing persecution</li> <li>• targeting of upper class Christians</li> </ul> <p style="text-align: right;">[35]</p> <p><b>(b)</b> An exploration of this view in relation to other aspects of human experience may include, e.g.</p> <ul style="list-style-type: none"> <li>• relevant specific contemporary and/or historical examples to illustrate their points</li> <li>• some motives remain the same, e.g. ignorance, prejudice, suspicion, fear of disloyalty to the State</li> <li>• other motives are for the most part no longer relevant, e.g. refusal to worship political leaders</li> <li>• new motives have arisen, e.g. tensions between adherents of major world religions, e.g. Islam and Christianity, Buddhism and Hinduism</li> </ul> <p style="text-align: right;">[15]</p>	50	
<b>Section B</b>		<b>50</b>
<b>Total</b>		<b>100</b>

New  
Specification



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## **Religious Studies**

### **Assessment Unit AS 5**

*assessing*

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

**[AR151]**

**TUESDAY 16 JUNE, MORNING**

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# **MARK SCHEME**

## Part 1: Levels of Response

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

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

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.



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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question from Section A.

- 1 (a) Knowledge and understanding of the account of the challenges faced by Patrick in his mission to the Irish could include, e.g.
- Opposition from clerics
  - Social, political and religious conditions in Ireland
  - Slave trade
  - Imprisonment and threats in Ireland
  - Language and communication
  - Homesickness for family
- [35]
- (b) Exploration of the view that the real purpose of Patrick's writings was solely to give an account of his mission may include, e.g.
- Emphasizing the response to God's call
  - Used his life story to show God's work
  - Wanted to leave a record for his congregation
  - Glorify God by showing his faith journey
  - Refute personal accusations
  - Condemnation of Coroticus
  - Challenge the British Church
- [15]
- 2 (a) Knowledge and understanding of any **two** of the saints could include, e.g.
- Brigit
- Biographical detail
  - Story written by Cogitosus
  - Founded double monastery in Kildare
  - First community of nuns
  - Equality between genders
- Comgall of Bangor
- Biographical detail
  - Son of a soldier
  - Founded Bangor monastery
  - Valued austerity and scholarship
  - Second order of Irish Saints
  - Many disciples were missionaries
- Finnian of Clonard
- Biographical detail
  - Friends with Gildas
  - Trained numerous disciples
  - Valued study
  - Wanted others to establish monasteries
  - Father of Irish monasticism
  - Famed for his sanctity
  - Tutor of the Saints of Ireland

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- Clonard, one of the greatest Irish universities
- Wrote a Penitential
- Leading disciples known as the '12 Apostles of Ireland'
- Scholars at Clonard
- Enda of Aran
- Biographical details
- Military background
- Trained at Candida Casa
- Pioneered the monastic movement
- Father of Irish monasticism
- School of asceticism and obseance
- Followers became saints at Aran [35]

(b) Exploration of the claim that prayer was the most important feature of Celtic monasticism may include, e.g.

- Scriptural evidence of perfect life, e.g. Christ
- Communication with God
- Awareness of other features of monasticism, e.g. physical work, self denial, solicitude
- Fosterage/education
- Centralised community
- Use of scriptorium
- Help local community to flourish [15]

**Section A**

**AVAILABLE MARKS**

50

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

- 3 (a) Knowledge and understanding of the role and importance of the Celtic Penitentials could include, e.g.
- Awareness of earlier texts, e.g. Cummean, Finnian, Columbanus
  - Manual for confessor
  - Contain sins and penances “contraries by contraries”
  - Standardization of penance
  - Alternative to excommunication
  - Pastoral opposed to a punitive approach
  - Lowered sense of guilt through reconciliation
  - Inspiration for private penance
  - Limited flexibility for the use of initiative
  - Raising of moral standards in society
  - Introduction of innovatory features, e.g. commutations, graded penance
- [35]
- (b) Exploration of the relevance of these writings in relation to other aspects of human experience may include, e.g.
- An open ended response citing relevant contemporary and/or historical examples
  - Transmission of a moral code
  - Highlights categories and degrees of sin
  - Product of the times
  - Little relation to modern day reality
  - Little hope for flexibility
  - Improved moral behaviour
  - Formed the basis for canon law and moral theology
  - Sin and penance are relevant for the church at any stage
  - Process and challenge of reconciliation in any age
  - Idea of a “soul friend”
- [15]
- 4 (a) Knowledge and understanding of an account of the missionary career of Colmcille (Columba) could include, e.g.
- Decision on a religious rather than political life
  - Founded monasteries in Derry and Durrow
  - Settlement at Iona
  - Evangelization among the Picts
  - Political involvements, e.g. Mediator, peace maker; Contribution to culture and learning e.g. protection of the poets
- [35]

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**(b)** Exploration of the challenges faced by religious leadership in any age may include, e.g.

- An open ended response citing relevant contemporary and/or historical examples
- Moral issues between state and religious believers
- Issues concerning the Christian Church and other religious believers, e.g. women in the church
- Teachings of the Christian Church and other religious believers
- Challenge of Liberation Theology
- Human Rights issues current in society (asylum seekers)
- Religious believers and confrontations with secular state, e.g. Tibet
- Organisations working for Human Rights [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**







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**2009**

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## **Religious Studies**

**Assessment Unit AS 6**

*assessing*

Religious Ethics: Foundations, Principles and  
Practice

**[AR161]**

**THURSDAY 18 JUNE, MORNING**

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**MARK  
SCHEME**

## Part 1: Levels of Response

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

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

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question from Section A.

- 1 (a) A knowledge and understanding of the main characteristics of Pauline ethics could include, e.g.
- a pastoral and moral ethic
  - its situational character
  - its eschatological character
  - the fundamental obligation to love
  - the call to imitate Christ
  - the role of the Holy Spirit
  - the community ethic
  - warnings against unlicensed liberty
  - the freedom/law distinction
  - the context of Paul's teaching
  - exemplification, with reference to the Pauline letters, e.g.
    - relationships between the Church and State (Romans)
    - marriage and virginity (1 Corinthians)
    - love (1 Corinthians)
    - Christian freedom (Galatians)
  - Paul's attitude to women
- [35]
- (b) An assessment of the view may include, e.g.
- the high demands of Paul's teaching, e.g. his teaching on love, marriage, sexual morality
  - Paul's desire for the Christian to imitate the example of Jesus; seeking perfection
  - the exhortation to obey the command of love
  - Paul's standards as idealistic yet achievable
  - Paul's fidelity to the teaching of Jesus
  - Paul's standards as forming the basis for later Christian thought
  - the view that moral principles are necessary within the Christian community
  - difficulties presented by relativistic approaches
  - possible reference to Situation Ethics, Christian utilitarianism
  - possible reference to denominational views
  - Paul's standards as not demanding enough, e.g. attitudes to slavery, women, the State
- [15]

50

- 2 (a) A knowledge and understanding of the Christian teachings on marriage and divorce could include, e.g.
- the Biblical view of marriage as ordained by God
  - marriage as a covenant of love
  - marriage as having unitive and procreative elements
  - marriage as exclusive, the permanence of marriage
  - reference to relevant Biblical teaching, e.g. Genesis, Song of Songs, Hosea, Jesus, Paul
  - the view of marriage as a sacrament
  - marriage as a means of grace
  - the Natural Law view (Aquinas)
  - marriage as a heterosexual union, attitudes to gay marriages
  - issues surrounding the concept of headship
  - attitudes to marriage and divorce, e.g. Roman Catholic, Protestant, Conservative, Liberal
  - the distinction between divorce and annulment
  - difficulties surrounding the 'epi porneia' clause (Matthew 19:9)
  - the influence of Situation Ethics
  - attitudes to remarriage [35]

- (b) An assessment of the view may include, e.g.
- the demise of Religious and Church teaching
  - non-religious views of marriage and divorce, e.g. Secular Humanist
  - Utilitarian views, feminist views, e.g. divorce as an escape from abusive/violent relationships
  - the view of marriage as an outdated institution
  - the rate of marital breakdown
  - different attitudes to commitment and fidelity
  - the advent of "open marriages"
  - divorce as a possible loving outcome for all involved
  - how marriage remains a popular institution
  - the marriage state as a cherished ideal [15]

**Section A**

**AVAILABLE MARKS**

50

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

- 3 (a) A knowledge and understanding of the approach of Natural Law could include, e.g.
- an approach characteristic of deontological ethics
  - based on religious presuppositions
  - origins in Greek philosophy, developed by Aquinas
  - the importance of the place of reason
  - interest in the moral action itself
  - distinction between efficient and final cause
  - distinction between real and apparent goods
  - its profile in Roman Catholic teaching
  - possible examples of its application from medical and/or sexual ethics
  - possible reference to doctrines underpinned by Natural Law, e.g. the Doctrine of Double Effect, the Acts/Omissions Doctrine
- [35]
- (b) An assessment of the view in relation to other aspects of human experience may include, e.g.
- an open ended response citing relevant contemporary and/or historical examples
  - how moral absolutes represent an approach to moral decision making can be viewed as legalistic and inflexible
  - the advent of secularism, how religious morality can be seen as medieval and outdated
  - the challenges presented by ethical relativism, by moral nihilism
  - the problems presented by subjectivist approaches to ethics
  - the value of moral absolutes as offering certainty, of offering a universal guide on moral issues
  - possible reference to particular views, e.g. Nietzsche, Sartre, Kant
  - issues and examples pertaining to cultural relativism
- [15]

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- 4 (a) A knowledge and understanding of the religious and moral arguments involved in abortion could include, e.g.
- religious teaching on the sanctity of human life
  - the basis of Christian teaching in sacred scripture, e.g. Genesis, the Decalogue, Jeremiah, Paul
  - reference to Church teaching; denominational perspectives
  - secular views, utilitarian arguments
  - attitudes to issues pertaining to personhood, ensoulment, rights
  - views on the various circumstances for abortion, e.g. social, ethical, eugenic, therapeutic
  - the approach of Situation Ethics [35]

- (b) An assessment of the claim in relation to other aspects of human experience may include, e.g.
- an open ended response citing relevant contemporary and/or historical examples
  - the extent to which the principle of the sacredness of human life has been challenged by a society that is increasingly secular, materialist and individualistic
  - the influence of various writers, e.g. Richard Dawkins, Peter Singer
  - insistence on the moral equivalence of human beings and animals
  - the impact of eugenics programmes, e.g. that in Nazi Germany
  - instances of genocide, e.g. Rwanda
  - possible reference to China's One Child Policy
  - changing attitudes to Down's Syndrome children
  - the challenge to adhere to Religious principles to protect the value of human life [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**



New  
Specification



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2009**

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## **Religious Studies**

**Assessment Unit AS 7**

*assessing*

**An Introduction to Philosophy of Religion**

**[AR171]**

**THURSDAY 18 JUNE, MORNING**

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**MARK  
SCHEME**

## Part 1: Levels of Response

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

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

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question from Section A.

- 1 (a) An account of the key features of the Cosmological argument may include, e.g.
- An explanation for and/or exploration of the nature of the argument with its associated features – its ‘a posteriori’ nature; God as First Cause
  - An exploration of sub-strands within the Cosmological argument – God as Unmoved Mover, as Uncaused Cause, as Necessary Being
  - Definition of the term ‘Cosmological’
  - An awareness of the development of and/or historical background to the argument
  - Reference to the views of relevant thinkers linked to the argument
  - Analysis of the strengths and weaknesses of the argument [35]
- (b) An exploration of the failure of such ‘proofs’ in convincing the unbeliever may include, e.g.
- Consideration of the limitations of any proofs, lack of verification
  - An evaluation of the strengths (and weaknesses) of selected ‘proofs’
  - Atheism’s rejection of the Divine and supernatural
  - Consideration of the nature of the ‘proofs’
  - Exploration of selected atheistic schools of thought, e.g. Empiricist, Humanist
  - Reference to selected theistic and atheistic scholars, e.g. Tennant, Swinburne, Hume, Kant
  - Exploration of the nature of God as lying outside the realm of scientific outreach [15]
- 2 (a) An explanation of the contribution of Augustine to the debate on evil and suffering may include, e.g.
- A brief outlining of Augustine’s ‘soul-deciding’ theodicy
  - An analysis of the strengths of Augustine’s theodicy: as Biblically inspired
  - Definition of the term ‘theodicy’
  - Distinction between moral and natural evil
  - Reference to Biblical evidence in support of the Augustinian theodicy; the Fall, Jesus’ redemptive action, Pauline teaching
  - A critique of the Augustinian theodicy – its reliance upon a literal interpretation of the Genesis Narratives, as contradictory to evolutionary theory
  - Comparisons with other theodices, e.g. the Irenaean theodicy, Process Theodicy [35]

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(b) An exploration of the problem of evil and suffering for the believer may include, e.g.

- Consideration of the problem – that of reconciling the Classical definition of God and the co-existence of evil
- Reference to specific examples of human suffering, e.g. the Indian Ocean tsunami, the attack on the Twin Towers, the impact of modern warfare
- The suffering of the innocent
- Reference to the distinction between natural and moral evil
- Reflections on evil and suffering as found in the work of selected philosophers and writers
- The limitations of various Christian attempts to resolve the problem; Process Theodicy, the Freewill Defence
- Reference to the contribution of selected scholars, e.g. Epicurius, Augustine, Flew
- Atheism's rejection of God as morally intolerable, limited in power/benevolence

[15]

**Section A**

**AVAILABLE  
MARKS**

50

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

- 3 (a)** A description of the main features of Hume's critique of miracle may include, e.g.
- Definition of the term 'miracle'
  - Hume's rejection of miracle based on empirical probability
  - Hume's rejection of eyewitness testimony concerning the miraculous
  - Hume's analysis of the social context within which miracles feature
  - Reference to selected writings of Hume
  - Possible critique of Hume's contribution; whether miracles actually violate natural law
- [35]
- (b)** An exploration of the claim in relation to other aspects of human experience that miracles are a sign of hope for humanity may include, e.g.
- An open ended response citing relevant contemporary and/or historical examples
  - Reference to humanity's continued experience of the miraculous
  - The nature of miracle as offering hope in the Divine and in Divine intervention
  - Christianity's foundations on the miracle of the resurrection of Jesus
  - Reference to Swinburne's principles of Testimony and Credulity
  - Specific examples of humanity's experience of the miraculous today, e.g. the Lourdes experiences, conversion experiences
  - Counterchallenges to the stated claim; atheism's rejection of Divine intervention
  - Miracles as myth/coincidences
  - Empiricism's view of the miraculous as that which humanity cannot yet explain
  - Miracles as revealing an arbitrary and capricious God
  - Reference to the views of selected scholars, e.g. Wiles, Hick, Panneburg
- [15]
- 4 (a)** An account of the nature and main types of Religious experience may include, e.g.
- A definition and exploration of the term 'religious experience'
  - An exploration of features such as noetic quality, transience, numinous quality, its subjective and ineffable nature
  - An exploration of the sense of the sacred, holy and Divine
  - An exploration of the sense of awe and mystery
  - An exploration of types, e.g. biblical revelation, prayer, religious conversion, mysticism, prophecy, charismatic
  - Reference to selected biblical and scholarly writings
  - Reference to the contribution of selected writers, e.g. Otto, Teresa of Avila, Martin Buber, Thomas Merton
- [35]

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- (b) An exploration of the importance and relevance of religious experiences for humankind in relation to other aspects of human experience may include, e.g.
- An open ended response citing relevant contemporary and/or historical examples
  - Reference to the benefits of religious experience as offering humanity teleological hope and ultimate fulfilment
  - Reference to the continued importance of the sense of the sacred and holy for humankind
  - Humanity's continued quest for religious experiences evidenced in the growth of New Age movements and religious sects
  - A renewed awareness of the importance of spiritual enlightenment, seen in the rediscovery of Buddhism in the West and the popularity of Christian evangelicalism
  - Religious experiences as offering valuable insights into the nature of the Divine, and of humanity's relationship with the Divine

[15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**





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## **Religious Studies**

**Assessment Unit AS 8**

*assessing*

An Introduction to the Study of Islam

**[AR181]**

**THURSDAY 18 JUNE, MORNING**

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**MARK  
SCHEME**

## Part 1: Levels of Response

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

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

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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



## **Quality of Written Communication**

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

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

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

## Section A

Answer **one** question from Section A.

- |   |  | AVAILABLE MARKS |
|---|--|-----------------|
| 1 | <p>(a) An explanation could include, e.g.</p> <ul style="list-style-type: none"><li>the call of Muhammad on the 27<sup>th</sup> of Ramadan, the role of Gabriel, the beginning of the revelation of the eternal Qur'an</li><li>ongoing revelations for twenty-three years, memorisation by Muhammad</li><li>dictation to the secretaries who recorded the revelations on whatever they could find</li><li>storage in Hafsa's chest, partial organisation by Muhammad, his death prevented completion</li><li>the role of the caliphs and the completion by Uthman in 652 CE</li></ul> <p>[35]</p>  |                 |
|   | <p>(b) Comments on the claim may include, e.g.</p> <ul style="list-style-type: none"><li>consideration of the belief that the Qur'an is the final, uncorrupted word of Allah and therefore is sufficient</li><li>consideration of the belief that obedience to the Qur'an is sufficient to enter paradise</li><li>consideration of the limitations of the Qur'an, does not cover everything</li><li>the need to apply the Qur'an</li><li>the supplementary nature of the Sunnah and the Hadith</li><li>consideration of other sources of authority</li></ul> <p>[15]</p>   | 50              |
| 2 | <p>(a) A knowledge and understanding could include, e.g.</p> <ul style="list-style-type: none"><li>features: minaret, domed roof, washing area, clear floor, mihrab, qibla wall, minbar, decoration with Arabic calligraphy</li><li>significance for worship: call to worship, symbolism of washing, daily prayer, direction of Mecca, communal prayer on Friday, khutbah (sermons) from Imam, features facilitate worship, place of women</li><li>significance for personal and collective worship</li><li>the significance of correct motives when performing religious rituals</li><li>worship can be performed anywhere</li><li>the wider significance of the mosque for the Muslim community for education, guidance, rites of passage, social events</li><li>defining 'mosque', a place to prostrate oneself</li></ul> <p>[35]</p> |                 |
|   | <p>(b) An exploration of the view may include, e.g.</p> <ul style="list-style-type: none"><li>consideration of the role of an Imam in leading worship, reciting the Qur'an, keeping the prayer movements in order, preaching the khutbahs</li><li>consideration of the role of an Imam in community life, teaching children, counselling, visitation, performing ceremonies</li><li>consideration of how 'essential' Imams are, not all communities have one, anyone can act as an Imam, personal responsibility before Allah</li></ul> <p>[15]</p>  | 50              |

**Section A**

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

- 3 (a) An account could include, e.g.
- Muhammad's call experience on 'the Night of Power', his reaction
  - early preaching in Mecca, converts, persecution, preaching at fairs
  - the Hijra and establishing the community in Medina
  - the Battles of Badr, Uhud, Trenches, the Treaty of Hdaybiya
  - the conquering of Mecca and the rest of Arabia
  - final pilgrimage, sermon, prayer and death [35]
- (b) Comments on the claim may include, e.g.
- consideration of other aspects of human experience in relation to the suffering and rejection experienced by leaders
  - an open ended response citing relevant contemporary and/or historical examples
  - consideration of the significance that the suffering and rejection had on the leader
  - consideration of the inevitability of suffering and rejection
  - consideration of more positive aspects of leadership, reassurances, support
  - consideration of how leadership may be at the expense of others
  - consideration of how leadership may require a moral stance to be taken and the consequences of this [15]
- 4 (a) An explanation could include, e.g.
- Zakat: money is from Allah, to be shared with those in need, means 'purification' of remaining money, a form of worship, influences prayer, two and a half percent to be given, those below the nisab do not pay
  - Sawm: fasting during month of Ramadan between sunrise and sunset, those who are exempt, increased prayer and reading of the Qur'an, 27<sup>th</sup> Ramadan/Lailat al Qadr, celebration meal in the evenings, festival of Eid ul Fitr marks the end
  - understanding of the significance of the pillars: part of ibadah (worship), commanded, the value to the individual, value to the community, greater understanding of the suffering which arises from poverty and hunger, the promise of reward [35]
- (b) An explanation on the claim may include, e.g.
- consideration of other aspects of human experience in relation to the centrality or otherwise of giving of money/time and fasting for religious believers
  - an open ended response citing relevant contemporary and/or historical examples
  - a consideration of attitudes religious believers have to money, from God, responsibility to use wisely and to care for others, a form of worship
  - the relationship of temporal money and eternal reward

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- a consideration of how central the ideas of service and sacrifice are for believers
- a consideration of attitudes religious believers have to fasting, creating time to meditate or worship more, to prepare for key events, means of spiritual growth
- the relevance of giving and fasting in the modern world, the challenge of liberalism/assimilation, levels of commitment, materialism, secularism, hedonism
- consideration of the significance of geographical, historical or family context in relation to giving and fasting
- possible abuse of such practices

[15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**