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

January 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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Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010

Religious Studies

Assessment Unit AS 1

assessing

An Introduction to the Gospel of Luke

[AR111]

WEDNESDAY 13 JANUARY, MORNING

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

1 **(a)** An explanation of the main purposes of Luke's gospel may include some of the following, eg:

  • Historical purpose/Teaching/Catechetical purpose
  • Encouragement in the face of persecution
  • Prologue and Theophilus
  • An identification of the author of Luke's gospel – a Gentile writing for Gentiles
  • Jesus as Saviour of all people
  • Giving status to woman
  • Concern for outcasts
  • Role of the Holy Spirit
  • The joy brought by Jesus
  • The necessity of prayer
  • The love of Jesus for sinners
  • Criticism of the rich and powerful
  • The wish to show Jesus as politically innocent – giving no offence to the Romans
  • Scholarly opinion concerning Lucan purposes [35]

(b) An exploration of the claim may include some of the following, eg:

  • Consideration of the prologue and reference to Theophilus
  • Luke as a writer of Gentile salvation
  • Redaction of Marcan material
  • Lucan Special L Material
  • Specific Lucan stories with emphasis on Gentiles
  • Portrayal of the Pharisees and Sadducees
  • Attack on the Pharisees and Sadducees
  • Alternative viewpoints: Uncertainty as to who Luke is; Luke's universal approach focused not only on Gentiles; Luke wrote for converts who were both Jews and Gentiles; Salvation was for all people. [15]

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2 (a) An explanation of the reasons why Jesus came into conflict with the Pharisees and the Sadducees may include some of the following, eg:

- Beliefs, practices and traditions of both groups
- Pharisees: purely religious party; were progressive; devoted to the law; accepted the Oral Tradition; their ideas on human freedom; belief in the Resurrection; observance of the Sabbath
- Sadducees: religious and political party; conservative and aristocratic; sacerdotal connection; involvement with the Temple; rejection of the Oral Law
- Main issues that brought Jesus into conflict with these groups as illustrated by Luke for e.g. belief in the resurrection; the forgiveness of sins; Sabbath observances; Jesus' authority; the greatest commandment; laws of purification; who is thy neighbour and the paying of tribute to Caesar
- Lukan passages for e.g. Rejection at Nazareth Ch. 4:16–30; the healing of the paralytic Ch. 5:17–26; the question about fasting Ch. 5:33–39; debates about the Sabbath Ch. 6:1–11; the pardon of the sinful woman Ch. 7:36–50; the greatest commandment Ch. 10:25–28; Denunciation of the Pharisees and Scholars of the law Ch. 11:37–54; the leaven of the Pharisees Ch. 12:1; cure of the crippled woman on the Sabbath Ch. 13:10–17; healing of the man with dropsy on the Sabbath Ch. 14:1–6; a saying against the Pharisees Ch. 16:14–15; the parable of the Pharisee and the tax collector Ch. 18:9–14; the authority of Jesus questioned Ch. 20:1–8; the question about the resurrection Ch. 20:27–40; the role of the Pharisees and the Sadducees in the passion narrative. [35]

(b) An exploration of the claim may include some of the following, eg:

- The circumcision and naming of Jesus
- The presentation in the Temple
- The boy Jesus in the Temple
- Preaching in the Synagogue
- Sabbath attendance
- Loyalty to the Greatest Commandment
- The cleansing of the Temple
- Celebration of the Passover
- Give back to God what belongs to God Lk 20:24
- Alternative viewpoints: Failure to observe the Sabbath laws; attacks on the religious authorities. [15]

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Section B

3 **(a)** An explanation of the significance and teaching of the feeding of the five thousand and the healing of the ten lepers may include some of the following, eg:

- Recall and commentary on both miracles to include key characters, events and dialogue
- A definition of the term "miracle"
- Miracle types
- An examination of the writer's theological intent
- The miracles were signs of – the arrival of God's Kingdom; the meaning of the kingdom for individuals and the community; the power and authority of Jesus over evil, sickness and nature; the compassion and mercy of Jesus [35]

(b) An exploration of the view may include some of the following, eg:

- Consideration of the issues in relation to other aspects of human experience
- An open-ended response citing relevant contemporary and/or historical examples
- The relevance of faith for human experience
- The relevance for human experience of the eyewitnesses to the Gospel miracles and their willingness to lay down their lives for the truth
- The relevance of medical and scientific advancements for human experience
- The relevance that miracles are not an everyday occurrence for human experience
- The relevance of a strong desire for proof and modern scepticism for human experience
- The relevance of modern places of miracle healings e.g. Lourdes
- Difference responses to faith and miracles
- The views of modern scholarship
- Possible counter claim that faith is not needed to accept miracles [15]

50

4 **(a)** An account of content and significance of Jesus' meeting with the disciples on the road to Emmaus may include some of the following, eg:

- An account of the Emmaus story Lk 24: 13–35
- An exploration of key characters – the glorified Christ, the two followers on the road to Emmaus,
- An exploration of Jesus' words and actions – Old Testament teaching, the breaking of the bread and its Eucharistic overtones etc.
- An exploration of the significance of this appearance – the completion of God's Saving Plan, Christ's victory over death, how Jesus is still the living Lord,
- An identification and exploration of Special Lucan material and themes
- Scholarly teaching concerning the resurrection appearance on the road to Emmaus   [35]

(b) An exploration of the claim may include some of the following, eg:

- Consideration of the issues in relation to other aspects of human experience
- An open-ended response citing relevant contemporary and/or historical examples
- The relevance of the role of woman in the Church and in religion for human experience
- The relevance of the role of women for evangelisation
- Difference responses to the role of women
- Teachings and practices of the various churches towards the role of women
- The importance of the role of women
- Challenges facing women within the Church and religion today
- Types of rejection shown towards the potential of women
- Positive experiences of women within the Church and religion
- The views of modern scholarship
- Possible counter claim that women have had their potential recognised within religion   [15]

	50
Section B	**50**
Total	**100**

cea

Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010

Religious Studies

Assessment Unit AS 2

assessing

An Introduction to the Acts of the Apostles

[AR121]

WEDNESDAY 13 JANUARY, MORNING

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.

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- 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.
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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

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Section A

Answer **one** question

1 **(a)** Knowledge and understanding of the role Philip had in Acts may include, e.g.:

- Selection of the seven helpers
- Philip in Samaria: history of relationship between Jews and Samaritans; significance of Philip's step in taking the Gospel to Samaria; reaction to Philip's ministry; visit by Peter and John/reasons
- Philip and the Ethiopian official
- Philip and his prophesying daughters
- The expansion of Christianity
- The call to witness
- Expansion of Christianity into Africa
- Fulfilment of Acts 1:8
- Mass evangelism; personal evangelism   [35]

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

- Consideration of the contribution of Philip to the spread of Christianity beyond the boundaries of Judaism
- Philip's willingness to preach to those other than Jews
- Philip's methods of evangelism
- The contribution of others, e.g. Peter, Stephen and Paul
- The role of the Holy Spirit in the success of mission
- The significance of persecution following the death of Stephen in relation to the spread of the gospel   [15]   50

2 **(a)** Knowledge and understanding of Paul's stay in Ephesus
(Acts 18:23–19:41) may include, e.g.:

- How Paul baptised some of John the Baptist's followers; issues relating to baptism
- significance of laying hands on them; they received the Holy Spirit
- Taught in the synagogue for three months, then in the school of Tyrannus
- Miracles of healing; handkerchiefs and aprons; comparison with Peter
- The seven sons of Sceva
- The burning of the books of magic; Christianity overcoming Paganism
- The revolt of the silversmiths; Demetrius; the great goddess Artemis; Alexander; Paul's life at risk   [35]

(b) An exploration of this statement may include, e.g.:

- The extent of the spread of the gospel to Gentiles before Paul's conversion. Until Paul's conversion little had been done about carrying the gospel to Gentiles
- The purpose and results of Paul's missionary journeys
- The argument that God chose Paul because he was well suited to the task of spreading the gospel to the Gentiles; Paul was at home with Greek literature and philosophic thought; Paul was a Roman citizen
- Paul preached in most Roman cities, selecting trade centres from which the message of Christ could spread far and wide
- Paul's preaching to the Jews also. Cities like Thessalonica and Corinth also had Jewish colonies and synagogues. Paul usually visited the local synagogue where the Jews and god-fearing Gentiles gathered
- The claim that Paul became all things to all men that he might save some
- Paul as a church planter
- The argument that others also are worthy of this title   [15]   50

Section A	**50**

3 **(a)** Knowledge and understanding of these events may include, e.g.:

- The commission and its implications for the lives of the believers: 'witnesses for me'
- The ascension; the promise of the Holy Spirit
- The election of a replacement for Judas – guided by prayer and the scriptures; criteria for replacement
- The events of the Day of Pentecost; the time; place; events in the upper room; events in the public place; the role of Peter; the reaction and response of the crowd
- Relevance of 'wind' and 'fire'
- Old testament parallels
- Speaking in tongues/glossolalia
- Peter's speech & kergyma   [35]

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

- Consideration of other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- The challenge of change associated with conversion
- An exploration of [an] example[s| of conversions that have been difficult for people
- Examples of the impact of conversion on families, communities and society
- Mass conversion to religion
- The personal nature of conversion
- Positive and negative stories of conversion
- Belief in reward in the afterlife
- Suffering and persecution   [15]   50

4 **(a)** Knowledge and understanding of the role of miracles in aiding the spread of the gospel message may include, e.g.:

- An outline of the types of miracles with specific examples: healing a disability; casting out evil spirits; raising from the dead; nature miracle
- The place of faith
- Preaching often followed miracles which led to conversion
- Miracles were seen as the work of the Holy Spirit to spread faith
- A central part of the ministry of the church
- Peter's miracles: lame man (3:2–9); 'shadow' (5:15); Aeneas at Lydda (9:33–34); raised Tabitha (9:40)
- Paul's miracles: struck blind Elymas (13:11); lame man (14:10); cast out a spirit (16:18); handkerchiefs and aprons (19:12); raised Eutychus (20:9); father of Publius (28:8)
- Other miracles performed by the apostles (2:43); by Stephen (6:8); and by Philip (8:6)   [35]

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

- Consideration of other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- The view that miracles belong exclusively to the period of the early church. Preaching is used instead to encourage faith
- Examples and effects of miracles throughout history
- Places of healing, e.g. Lourdes
- The role of faith
- The idea that science can explain miracles
- The place of reason
- Charismatic preachers   [15]   50

Section B	**50**
Total	**100**

Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010

Religious Studies

Assessment Unit AS 3

assessing

An Introduction to Old Testament
Covenant and Prophecy

[AR131]

WEDNESDAY 13 JANUARY, MORNING

MARK
SCHEME

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Part 2: Contextual Reference Points

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Section A

1 **(a)** An explanation of the covenant may include some of the following, e.g:

- Historical context to the covenant: Exodus from Egypt and the location at Mt Sinai
- Terms of the agreement: Love and protection from God. Obedience to God's laws from the people
- Detail on events at Mt Sinai including knowledge and understanding of the Decalogue
- Reference to advanced nature of the laws and their absolute nature set in the context of a suzerainty treaty
- Commentary on the significance of the agreement: Reaffirmed the Hebrews as a chosen people
  With position of privilege came religious/ethical responsibility
  – conditional in nature
  Signalled the emergence of ethical monotheism
- Reference to additional laws [ordinances] in the covenant code
- Reference to the sealing of the covenant including the Ritual, Memorial and Oath [35]

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

- Laws which deal with worship
- Are they more important because they came first?
- Laws which deal with social conduct
- Are they less important because they came after the laws which deal with worship
- Jewish view that no one commandment was more important than another
- Values that the commandments represent are equally important; Respect for God, for parents, for life, for marriage, for property
- All the commandments came from God
- Reference to prophets who challenged apostasy and immorality
- View that all the laws can be regarded as religious regulations because God was concerned not just with peoples relationship with Him, but also their relationship with each other [15]

50

2 **(a)** An account of the purpose and significance of prophecy may include some of the following, e.g:

- Emergence of prophecy in Israel
- Different kinds of prophets that developed
- Definition of the term prophet
- Role of a prophet as God's spokesperson
- Methods used by prophets to deliver their message
- Characteristics of the prophetic role:
  Personally called by God
  Sent to remind political and religious leaders and the
  Hebrew people of their covenant responsibilities
  Acted as intermediaries between God and humanity
- Reference to prophets who undertook this role and how
- Old Testament classification of prophets   [35]

(b) An exploration of the view may include some of the following, e.g:

- Courage needed to challenge people living unholy and immoral lives, to confront political and religious leaders and to deliver an unpopular message of judgement because of a reluctance to change or repent
- Evidence from the lives of individual prophets
- Courage required to overcome personal challenges when responding to God's call; Examples: Amos and Isaiah
- Reference to the need for courage in the mission of individual prophets; Examples:
  Elijah at Mt.Carmel
  Hosea and his marriage difficulties
  Micah and his demand for social reform
- Reference to the life and work of different prophets who displayed courage at difficult times; Examples:
  Elijah after Mt. Carmel when his life was threatened
  Hosea when God asked him to take back his adulteress wife from prostitution
- Courage required to live a life faced with persecution including rejection and isolation, physical and verbal assault and possible death
- View that there are other qualities just as important as courage; Examples: faith, determination, love
- View that what was needed most to ensure the success of a prophet's mission was not any human quality but the presence and intervention of God   [15]

	50
Section A	**50**

Section B

3 **(a)** An explanation may include some of the following, e.g:

- Political and Religious context to Hosea's prophecy
- Instruction to marry Gomer
- Detail of Hosea's relationship with Gomer including;
  Gomer's unfaithfulness
  Hosea's decision to end his marriage
  Gomer's experience after her marriage ended
  Instruction to take Gomer back
  Period of probation
  Renewal of Hosea's marriage
- Relationship of marriage difficulties to message including;
  Peoples unfaithfulness through corrupt religious practices and also their social sins
  Judgement/ Punishment was certain – the ending of the covenant
  Destruction and exile would lead to repentance and redemption
  God was all merciful, loving and forgiving – he would take his people back
  People would have to endure a period of strict discipline before the covenant relationship could be fully restored
  God would renew the covenant
- Reference to children's names and their symbolism   [35]

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

- An open ended response citing relevant contemporary and/or historical examples.
- A central theme in the message of Hosea and other Old Testament Prophets is that forgiveness depends on repentance
- The need for repentance is also a theme in the New Testament and other sacred texts
- Practice in Christian Churches and other churches suggests repentance is required for forgiveness
- The difficulty of being able to offer forgiveness without sorrow/ penance in human relationships
- Does it depend on the nature of the action?
- If love is unconditional should forgiveness be dependant upon repentance?
- Is unconditional love achievable for humanity or is it a state only the divine can reach?   [15]

50

4 **(a)** A description of the central themes may include some of the following, e.g:

- Holiness, power and sovereignty of God
- The sinfulness of humanity including idolatry, immorality, injustice and corruption
- Call for repentance and conversion
- Condemnation of political and religious leaders
- Call for sincere worship and a relationship between ritual and morality
- Theme of Judgement: Reference to the Song of the Vineyard and the Day of the Lord
- Demand to accept God's punishment and His plan for the people and stop trusting in the human power of other nations.
- Challenge to trust in the one True God
- Theme of hope: Reference to the Remnant and The Messianic Oracles   [35]

(b) An exploration of the relevance of the themes in relation to other aspects of human experience may include some of the following, e.g:

- An open ended response citing relevant contemporary and/or historical examples.
- Is there an awareness of the holiness of God?
- Is there an awareness of the power and universality of God?
- Are people familiar with the concept of sin and if so where?
- Extent to which repentance and conversion are required
- Does faith have a role in the lives of political leaders?
- Extent to which religious leaders fulfil their role as shepherds of their flock
- Extent to which religious worship is sincere?
- Extent to which a relationship exists between ritual and morality
- Is there an awareness of God's judgement?
- Extent to which people believe their destiny lies in God's hands – The use of prayer
- Extent to which people use human intervention to overcome difficulties e.g. counselling, medication etc.
- Does idolatry exist in a material and secular world?
- Is there a need for hope and if so where can it be found?
- Counter arguments from humanist/atheist viewpoints   [15]

	AVAILABLE MARKS
	50
Section B	**50**
Total	**100**

cea

Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010

Religious Studies

Assessment Unit AS 4

assessing

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

[AR141]

WEDNESDAY 20 JANUARY, AFTERNOON

MARK
SCHEME

Part 1: Levels of Response

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

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

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

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

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])
- A full response to the task.
- Demonstrates a high level of accurate knowledge and comprehensive understanding.
- Uses a very good range of relevant evidence and examples.
- A mature style of writing demonstrating a clear and coherent structure.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

Band 4 ([22]–[28])
- A reasonably full response to the task.
- Demonstrates a very good level of accurate knowledge and understanding.
- Uses a good range of relevant evidence and examples.
- A reasonably mature style of writing demonstrating a clear and coherent structure.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])
- A good response to the task.
- Demonstrates a good level of accurate knowledge and understanding.
- Uses a range of relevant evidence and examples.
- An appropriate and reasonably coherent style of writing.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

Band 2 ([8]–[14])
- A limited response to the task.
- Demonstrates little accurate knowledge and understanding.
- Uses a limited range of evidence and examples.
- Style of writing is just appropriate to the task and may lack coherence in places.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

Band 1 ([0]–[7])
- A very basic response to the task.
- Demonstrates minimal knowledge and understanding.
- Very little use of evidence or examples.
- Style of writing is such that there is very little coherence or structure.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])
- A full and coherent response.
- Demonstrating a very good attempt at critical analysis.
- Very good reference to other points of view.
- Highly accurate and fluent.
- Very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- Almost totally faultless use of spelling, punctuation and grammar.
- Makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])
- A reasonably full response.
- Demonstrating a good attempt at critical analysis.
- Good reference to other points of view.
- Accurate and fluent.
- Good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- Mainly accurate use of spelling, punctuation and grammar.
- Makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])
- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
- Makes use of a range of technical language and terminology.

Band 2 ([4]–[6])
- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
- A limited argument which struggles to relate, where necessary, to other aspects of human experience.
- Limited command of spelling, punctuation and grammar.
- Evidence of some technical language and terminology.

Band 1 ([0]–[3])
- A simplistic response.
- Demonstrating little attempt at critical analysis.
- Practically no reference to other points of view.
- Minimal argument which fails to relate, where necessary, to other aspects of human experience.
- Very poor grasp of spelling, punctuation and grammar.
- Little or no use of technical language and terminology.

Quality of Written Communication

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

Part 2: Contextual Reference Points

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

1 (a) An explanation of the role of martyrdom and its impact on the spread of Christianity may include, e.g.

- An account of the deaths of specific Christian martyrs, e.g. Blandina, Polycarp, Justin
- The dignified way in which they faced death
- Belief among some Christians that martyrdom was "baptism by fire"
- Active desire for martyrdom e.g. Ignatius
- Identification of martyr's death with Christ and his suffering
- Tendency to venerate martyrs, e.g. Polycarp
- Growth of new converts to Christianity impressed by the bravery and witness of the martyrs
- Tertullian – "the blood of the martyrs is seed"
- The cost of martyrdom
- The influence of the confessors   [35]

(b) A consideration of this question may include, e.g.

- Evidence of Christians of high social status e.g. Flavius and Domitilla, Diocletian's wife and daughter
- Christians among the merchant/business class e.g. Justin's explanation of why people became Christians
- Christians educated in philosophy e.g. Justin, Origen
- Christians in the Roman Army e.g. willingness of soldiers to accept Constantine's conversion
- Pliny's comments that Christians were to be found all through the Province of Bithynia
- Evidence of Christians in slave/servant class e.g. Celsus' remarks about how the teachers/house servants evangelised women and children
- Pliny's torture of female deaconesses   [15]   50

2 **(a)** An account of these persecutions may include, e.g.

- All of these were local, not empire wide, persecutions
- Nero
  - first persecution of Christians by the Roman state
  - persecution limited to Rome
  - the Emperor's motives in instigating persecution
  - use of Christians as scapegoats to draw attention away from Nero
  - general unpopularity of Christians
  - charge of arson and witchcraft
  - high profile martyrs, e.g. Peter and Paul
- Domitian
  - paranoid nature of Emperor
  - desire to be worshipped as a God
  - persecution largely in Rome
  - harsh treatment of his relatives Flavius and Domitilla
  - links with book of Revelation
  - confusion over whether motives were religious or political
- Trajan
  - Pliny to Trajan correspondence
  - Trajan's lack of enthusiasm as a persecutor
  - no precedents as to how Christians were to be treated
- Some may mention sources e.g. Eusebius, Tacitus, Dio Cassius, Pliny   [35]

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

- Persecution was initiated by hatred of Christians in a local situation
- No Empire wide edicts or official government policy with regard to Christians in the first two centuries
- Persecutions tended to be severe but short lived
- Each Emperor had his own agenda
- Considerable periods of time with no persecution in many areas
- In the 3rd and 4th Centuries, Empire wide edicts changed the nature of persecution making it both widespread and systematic   [15]   50

Section A	**50**

Section B

3 **(a)** Knowledge and understanding of the ways in which the roles of bishop, presbyter and deacon developed may include, e.g:

- Ministry of apostles in New Testament
- The move from a two-fold to a three-fold ministry
- The development of each role from 1st to 4th Century
- The emergence of the Monarchical Bishop
- The rise in power of the Bishop of Rome
- Evidence from early Christian sources e.g. Clement, Didache, Ignatius, Hermas, Justin, Irenaeus, Hippolytus, Tetullian, Cyprian   [35]

(b) An exploration of this issue could include, e.g;

- Consideration of the issue in relation to other aspects of human experience
- An open-ended response citing relevant contemporary and/or historical examples
- Power and authority of Papacy and other church and/or religious leaders no longer goes unchallenged
- Tension between the authority of church and/or religious leaders and personal autonomy of the believer
- Desire for democracy in decision making among many religious believers
- General unwillingness to accept rules/discipline of any kind in the modern world
- Need for an authoritative voice to protect against false teaching, to speak out on moral issues
- The way in which religious authority may align itself with a controversial political stance   [15]   50

4 **(a)** An account of the main characteristics of the apostolic fathers may include, e.g.

- First post-apostolic writings
- Mainly practical in nature with little theology
- Local in character
- Ignatius:
  - context of the letters
  - content of the seven letters
  - major themes – martyrdom, heresy, disunity, authority of the bishop
  - Connection with Polycarp
- Clement:
  - context of his letter to the Corinthians
  - content of the letter
  - major themes – call for peace and harmony, condemnation of strife, envy and jealousy, the nature of Christian ministry, embryonic doctrine of apostolic succession   [35]

(b) An exploration of the relevance of these writings could include, e.g:

- Consideration of the issue in relation to other aspects of human experience
- An open-ended response citing relevant contemporary and/or historical examples
- They give valuable insight into how the early church dealt with problems which still exist today
- Highlight the challenge to religion of false teaching
- Show the importance of strong leadership to guide and protect religious beliefs and practices
- Give guidance of how to deal with division in the church and other religions
- Give valuable insight into the church at its primitive stage, thus contributing to the church's sense of identity   [15]

	AVAILABLE MARKS
	50
Section B	**50**
Total	**100**

cea

Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010

Religious Studies

Assessment Unit AS 5

assessing

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

[AR151]

WEDNESDAY 20 JANUARY, AFTERNOON

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

1   **(a)**   Knowledge and understanding of an account of the ministry of Patrick could
include e.g.

- Vocation /calling
- Nature of missionary work as described in the Confessio-converting, baptizing, ordaining, sacraments, use of incultration administering
- Awareness of challenges faced within the mission such as different social, political and religious factors e.g. robbery and imprisonment, paganism
- Awareness of pressure from personal opposition-from British clerics
- Awareness of being uneducated, his sin and nostalgia for relatives and homeland
- Successes as mentioned in the Confessio e.g. "many thousands", "monks and virgins for Christ"
- Awareness of treatment of Christians from Coroticus' soldiers
- On going slave trade   [35]

   (b)   The extent to which the writings of Patrick portray him as a self confident
and practical man may include e.g.

- Supported by faith
- Whole life had been one of learning through experience
- Awareness of ability to handle resentment from others and closest friend
- Ability to complain to Coroticus
- Awareness of personal inadequacy because of opposition and lack of education
- Ability to use inculturation to achieve conversion
- Gaining royal permission to travel lands for safety
- Awareness of still facing personal dangers
- Views of scholars e.g. Hanson
- Other qualities e.g. humility, charitable attitude, prayerful, courageous   [15]   50

2 **(a)** Knowledge and understanding of a description of the main features of the Celtic Penitentials with particular reference to the Penitentials of Columbanus and Cummean could include e.g.

- Handbook for confessors
- Standardization of sin/penances
- Choice of confessor/"anam chara"
- Medicine for soul
- Penances of limited duration and graded
- Curing contraries by contraries
- Support for secular law
- Cummean's work dealt with monks, secular clergy and laity
- Eight chapters on the deadly sins with three other elements-sins of boys, petty offences and the Blessed Sacrament
- References to work of Columbanus for monks/clergy/laity and differences
- Awareness of flexible approach [35]

(b) An exploration of the view that the Celtic Penitentials are important historical sources for the period may include e.g.

- Insight into religious practices
- Awareness of social behaviour
- Awareness of roles of the clergy and monks
- Irish connections with Britain and the continent
- Attempt to list all sins does not reflect these being committed
- Views of scholars e.g. Corish, Mc Neill, Hughes, Chadwick [15]

		50
Section A		**50**

Section B

3 **(a)** Knowledge and understanding of an explanation of the origin and role of Celtic monasticism could include e.g.

*   Awareness of influence of Egypt
*   Influence of Liguge, Marseilles, Lerins
*   Connections of Ninnian and Candida Casa with Ireland
*   Wales/Gildas and David
*   Influence of Patrick
*   Awareness of central role of monasteries in Celtic society e.g. as a nucleus of a town or village
*   Awareness of the economic strength of the system
*   Awareness of hospitality with fosterage and education
*   Helped the local community to prosper e.g. security and employment
*   Role of austerity
*   Awareness of and importance of study
*   Culminating in the land of "Saints and Scholars" [35]

(b) An exploration of the claim that self-denial and asceticism have lost their value for religious believers may include e.g.

*   Consideration of the claim in relation to other aspects of human experience
*   An open-ended response citing relevant contemporary and/or historical examples
*   References to sacred texts and examples of self denial in faith journeys such as Moses, Prophets, Jesus
*   Teachings of the Christian Church, and other religious groups
*   Awareness of attaining a spiritual goal/fulfilment
*   Reference to secular perspectives on self denial and achievement
*   Emulation of saintly examples
*   Value of other religious practices e.g. almsgiving, prayer
*   Changing social mindset e.g. materialism, self indulgence, hedonism
*   The importance of motivation and sincerity in acts of self denial and asceticism [15]

50

4 (a) Knowledge and understanding of the work of the Irish pergrini in Britain with reference to Comgall, Blaan, Canice and Aidan could include e.g.

- Awareness of motive and rationale for peregrini
- Awareness of peregrini and especially the careers of Comgall, Blaan, Canice, Aidan
- Comgall founded Bangor and spread monasticism in Ireland
- His rigid regime established a mission sending community
- Founding of native clergy as a priority of Aidan
- Founding of religious establishments
- Influence in Northumbria-writing of Lindisfarne Gospel
- Lasting conversion e.g. Angles in Northumbria
- Awareness of some other peregrini e.g. Finan, Cuthbert
- Missionary activity [35]

(b) A commentary on the claim that missionary outreach should be the main priority for the religious believer may include e.g.

- Consideration of the claim in relation to other aspects of human experience
- An open-ended response citing relevant contemporary and/or historical examples
- A consideration of the value/importance of missionary outreach for religious believers e.g. as a gospel directive
- Variety of approach within Christian churches and other religious groups to missionary outreach e.g. within Judaism or Islam
- References to other ongoing challenges which face the religious believer
- Challenge to remain and influence society for God
- Process of faith may be more challenging within known community e.g. challenge of secularisation
- Missionary outreach may be viewed as a method of spreading the faith [15]

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Section B	**50**
Total	**100**

Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010

Religious Studies

Assessment Unit AS 6

assessing

Religious Ethics: Foundations,
Principles and Practice

[AR161]

FRIDAY 29 JANUARY, AFTERNOON

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 reasonable 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 ([8]–[14])
• 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 technology.

Band 2 ([0]–[7])
• 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 attempts 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 the 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 reference 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 required candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

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

1 **(a)** A knowledge and understanding of the religious and moral teaching of the Beatitudes could include, e.g.
- reference to the Beatitudes as detailed in Matthew 5
- the religious and moral teaching of the Beatitudes
- how the Beatitudes present the portrait of the perfect Christian disciple
- the essence of discipleship in love of God and of neighbour
- the promise of reward and fulfilment beyond this earthly life
- the moral thrust, e.g. show mercy, to have purity of heart, engage actively in reconciliation, seek justice
- how they emphasise the innermost disposition of the heart
- their altruistic character
- the charter of the Kingdom. [35]

(b) An exploration of the view could include, e.g.
- the extent to which the Beatitudes seem distant and idealistic
- the Beatitudes as dealing with qualities rather than actions
- the Decalogue as the very basis of Christian ethics
- reference to moral teaching in the wider Sermon on the Mount, e.g. murder, adultery, divorce
- the Beatitudes as emphasising interior attitudes
- the Beatitudes as the fundamental charter of Christian discipleship
- the Beatitudes as ideals to be aspired to
- Jesus as the embodiment of the Beatitudes, moral perfection as residing in Jesus. [15]

50

2 **(a)** A knowledge and understanding of Situation Ethics could include, e.g.
- the contribution of Joseph Fletcher
- the rejection of legalistic and antinomian approaches
- its contextual and situational character
- the importance of the primacy of love (agape)
- emulating the example of Jesus
- Fletcher's proposed principles – Pragmatism, Relativism, Positivism, Personalism
- the influence of Existentialism
- its appeal to Liberal Protestantism
- possible examples of its application, e.g. possible justification for adultery, mercy killing
- challenges presented by Situation Ethics for denominational views, e.g. Roman Catholic teaching. [35]

(b) An exploration of the view could include, e.g.
- consideration of the assumption that everyone knows how to love, what true love is, what the demands of love are
- how law and love are seen as mutually exclusive yet Paul in Romans writes that love is the fulfilling of the law
- while Jesus and St Paul give priority to love, they insist at the same time on the content of love – love of neighbour includes the Decalogue as well
- Jesus' remarks about fulfilment rather than abrogation in Matthew 5:17
- love and justice – how the most loving thing to do need not be the right thing
- possible justification of adultery and murder in the interests of love
- the egotistical nature of morality
- Situation Ethics as a truly Christian ethic as it is modelled on the teaching and example of Jesus
- the application of agape – the type of love that Jesus commanded.

[15]

AVAILABLE MARKS
50

| **Section A** | **50** |

3 **(a)** A knowledge and understanding of the religious and moral issues
could include, e.g.
- possible reference to particular developments, e.g. IVF, Gamete
donation, sperm/egg retrieval from the dead, post-menopausal
babies, PGD
- sovereignty of the individual, the principle of ownership
- issues to do with consent
- the issue of rights
- issues to do with personhood
- the moral status of the embryo
- the principle of the sanctity of human life
- the implications for sex, marriage and family
- the commodification of life
- ethical perspectives, e.g. Natural Law, Utilitarianism
- relevant Biblical/Religious teaching. [35]

(b) An exploration of the view could include, e.g.
- consideration of the view in relation to other aspects of human
experience
- the problem of egotistical approaches to morality
- the altruistic nature of morality
- the need for objective moral standards
- the need for social or legal controls
- counteracting a culture that seeks to fulfil human desires through
market exchanges
- the Pandora's Box scenario
- the potential for moral and legal anarchy
- the value of rules/principles
- rights and responsibilities
- the role of personal autonomy
- the use of relevant historical and/or contemporary examples. [15]   50

4 **(a)** A knowledge and understanding of the arguments could include, e.g.
- possible reference to arguments pertaining to pre-marital sex and/or extra-marital sex
- conservative and libertarian approaches to sexual morality
- the sovereignty of the individual, personal freedom, personal judgement
- the demise of religious values
- sex and pleasure
- traditional teaching seen as unrealistic and oppressive
- sex as a means of communication
- sex as closely tied to marriage in traditional Christian thinking
- the Christian vision of marriage
- intercourse as having both unitive and procreative meaning
- relevant Biblical teaching, e.g. Genesis, Pauline
- the "one flesh" principle
- rights and responsibilities
- sex as a commercial transaction.   [35]

(b) An exploration of the view could include, e.g.
- consideration of the view in relation to other aspects of human experience
- reference to historical and/or contemporary examples where sexual abstinence has been a feature
- possible reference to all romantic-sexual relationships, e.g. those not married, those in married life
- sexual abstinence as an ideal, a form of sacrifice
- the role of sexual abstinence in religious ministry
- the role of the media, how attitudes to sexual morality are influenced
- the challenge of an age that is increasingly individualist, consumerist and hedonistic in character   [15]

	50
Section B	**50**
Total	**100**

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010

Religious Studies

Assessment Unit AS 7

assessing

An Introduction to Philosophy of Religion

[AR171]

FRIDAY 29 JANUARY, AFTERNOON

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

1 **(a)** An account of the origins and nature of the Ontological argument may include, eg:

- Its origins in Anselm's writings Proslogion
- An exploration of the nature of the argument with its associated features – its *a priori* and analytical nature
- An exploration of the first and second forms of the argument
- A definition of the term Ontological
- An awareness of the development of the argument by selected scholars eg. Anselm, Descartes, Plantinga
- Reference to the writings of selected scholars linked to the argument eg. Meditations, The Nature of Necessity [35]

(b) Commentary on the claim that the Ontological argument has been successfully challenged may include, eg:

- Contemporaneous challenges to Anselm's argument by Gaunilo
- Critique of the argument by Hume, Kant, Russell
- Aquinas' rejection of *a priori* proofs and subsequent development of *a posteriori* proofs
- Identification of potential flaws within the argument, disagreement concerning the definition of God, the leap from concept to reality, whether existence is a predicate
- Counterchallenges to the stated claim seen in modern reformulations of the argument [15]

50

2 **(a)** An account of the various ideas associated with resurrection may include, eg:

- Teaching concerning the immortality of the soul, dualism and bodily resurrection
- Reference to Hick's replica body idea
- Definition of the term resurrection
- The centrality of resurrection for Christian belief
- Exploration of the views of selected scholars – Aristotle, Aquinas, St Paul, Kant, Descartes
- Teachings on resurrection as recorded within sacred texts
- Reference to Plato's Cave allegory
- Evidence in favour of resurrection – near death experiences   [35]

(b) Commentary on the claim that belief in the immortality of the soul is unrealistic may include, eg:

- An exploration of materialism, rejection of the concept of a separate soul
- The distinction between hard materialism and soft materialism
- The problem of personal identity
- The concept of immortality as promoting false hopes and delusion
- The views of atheistic scholars such as Feuerbach, Ryle, Dawkins
- Reference to the views of psychology concerning religious belief, belief as wish fulfilment, immortality as humanity's response to fear of death
- Religion's promise of immortality and eschatological hope   [15]

	50
Section A	**50**

Section B

3 **(a)** A description of the importance and place of miracle within religious thought may include, eg:

- A definition of the term miracle as act of Divine intervention
- The views of selected Christian theologians concerning the nature of miracles – Aquinas, Swinburne, Holland, Davies
- Reference to scriptural evidence concerning the concept of miracle
- Exploration of the centrality of miracle to Christian belief, notably Jesus' Resurrection
- Reference to historical evidence in support of miracle – biblical foreshadowing, human testimony, physical traces etc.
- Reference to the purpose of miracle – to engender and encourage faith, to convert the non-believer
- Miracles as signs and/or acts of power
- Reference to the use of miracles within sacred texts   [35]

(b) An exploration of the claim that there is no place for the supernatural in a modern scientific age may include, eg:

- Consideration of the issues in relation to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- Humanity's failure to prove the existence of the supernatural, the supernatural as lying outside of the remit of science
- Empiricism rejection of that which we cannot scientifically verify
- Reference to the views of selected atheistic scholars – Hume, Kant, Russell, Dawkins
- Society's demand for certainties
- Atheism's rejection of the supernatural and Divine
- The importance of faith in acceptance of the supernatural   [15]   50

4 **(a)** An explanation of the main features of Mysticism may include, eg:

- Exploration of such features as – ineffability, noetic quality and transience, passivity and sense of submission to the Divine, experience of the numinous
- Exploration of the various phases of mystical experiences – purgative, illuminative unitive and ecstatic
- Clarification of the term mysticism
- Reference to the experiences of selected mystics including Teresa of Avila, Martin Buber, Thomas Merton
- Reference to selected mystical writings 'I and Thou', 'Talks on Judaism', 'The Interior Castle'   [35]

(b) An exploration of the claim that all religious experiences are valid may include, eg:

- Consideration of the issues in relation to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- Theism's belief in a God who interacts with his Creation
- The ongoing nature of Divine revelation
- Reference to the broad range of experiences attested to by religious believers
- Justification of the truth claims of theism
- Reference to Swinburne's Principle of Credulity
- Jung's support for the benefits of religious experiences
- Reference to specific instances of religious experiences, past and present
- Rejection of religious experiences as the result of hallucination, delusion or fraud
- Potential reward for witnesses – monetary gain or increased status/recognition
- The transitory and highly subjective nature of religious experiences
- The rejection of such experiences by Ayer, Russell, Freud   [15]   50

Section B	**50**
Total	**100**

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ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2010

Religious Studies

Assessment Unit AS 8

assessing

An Introduction to the Study of Islam

[AR181]

FRIDAY 29 JANUARY, AFTERNOON

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.
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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

1 **(a)** An outline could include, eg:

- A consideration of a variety of reasons
- Muslim view that Allah's blessing was the source of expansion
- Muhammad's influence and strong leadership, missionaries, marriages, alliances, military success
- The better life offered by Islam, protection, tolerance, peace, lower taxes
- Skilled and highly motivated army
- Weakness of two major Empires (Byzantine and Sassanian)
- The role of the first four caliphs [35]

(b) A comment on the claim may include, eg:

- Radical changes to society: compassion for vulnerable, treatment of women, end to vendetta, tribal loyalty extended to whole community 'ummah'
- Radical changes to organisation: no longer tribal structures and authority, but centralised
- Radical changes to beliefs and practices: strict monotheism introduced, Kaba cleansed, afterlife introduced, new morality introduced
- Consideration of how 'radical' Muhammad was being eg. the Kaba remained, pilgrimage remained, Allah had always been the supreme God [15]

50

2 (a) An description could include, eg:

- The context of Eid ul Fitr at the end of Ramadan, a pillar
- Details about the month of Ramadan, the nature of fasting, shared feasting, remembering the poor, increased prayer, reading of whole Qur'an, celebrating the receiving of the Qur'an on the Night of Power
- The ways in which the festival is celebrated: preparing the home and food, cards and presents, greeting one another once Eid is declared, small meal, prayer, large community meal, prayer at the mosque, reading the Qur'an people clean and well dressed, men women and children attend to make as big an ummah as possible, feast, visit graves
- The symbolic actions show thankfulness to Allah for revealing the Qur'an [35]

(b) An exploration of the view may include, eg:

- Festivals do bring unity as they are kept by all Muslims, agreement about celebrations, international, at Fitr make as big an 'ummah' as possible, poor are remembered and shared with
- Level of unity experienced may depend on context, and motivation of individuals
- Other aspects of Islam may bring greater unity such as the Qur'an, or the pillars themselves
- Additional festivals may bring disunity eg. Muhammad's birthday, the Shia celebration of Ashura, saints days [15]   50

| | **Section A** | **50** |

Section B

3 **(a)** An account could include, eg:

- The key religious teachings of the Qur'an/The Five Articles of Faith: Allah (Tawhid), Angels and Prophets (Risalah), the Qur'an, Last Days and Afterlife (Akirah).
- The key religious duties/ The Five Pillars: creed (Shahadah), prayer (Salat), giving (Zakat), fasting (Sawm), pilgrimage (Hajj).
- Alternative ways of explaining the 'teachings' are possible, such as duty towards Allah, humaninty and the world   [35]

(b) Comment on the claim may include, eg:

- Consideration of other aspects of human experience in relation to religious or sacred texts
- An open ended response citing relevant contemporary and/or historical examples.
- Consideration of why such texts could cause conflict: interpretation, application, intolerance of other views, additional sources of authority: in people, texts or institutions
- Consideration of how firmly and emotionally beliefs can be held
- Consideration of the positive significance a religious book can hold: unity, assurance, direction, support
- Consideration of other possible sources of conflict within religious communities.   [15]   50

4 **(a)** An explanation could include, eg:

- Details of Hajj: Mecca, Kaba, Safa and Marwah, Zamzam, Mina, Arafat, Muzdalifah, Mina, Eid ul Adha, Mecca
- A pillar, a once in a lifetime experience, sense of ummah
- Significance of events and actions (remembering Muhammad and religious ancestors, copying their actions)
- Religious significance (obedience to the Qur'an, keeping a pillar, sins forgiven at Arafat, the ideas of duty and reward)
- 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 in the sharing of meat, the promise of reward   [35]

(b) An exploration may include, eg:

- Consideration of other aspects of human experience in relation to the relevance or otherwise of making religious pilgrimages
- An open ended response citing relevant contemporary and/or historical examples.
- A consideration of attitudes religious believers have to the sacrifices and possible spiritual or physical benefits of pilgrimages, pilgrimages as a form of worship
- A consideration of the value to the individual as a member of a larger group or community, shared experiences
- The relevance of pilgrimage and / or rituals in the modern world, the challenge of liberalism / assimilation, levels of commitment, materialsim, secularism, hedonism
- Consideration of the significance of geographical, historical or financial context in relation to pilgrimage   [15]

	50
Section B	**50**
Total	**100**