

GCE AS
Religious Studies

Summer 2009

Mark Schemes

Issued: October 2009

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

MARK SCHEMES (2009)

Foreword

Introduction

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

The Purpose of Mark Schemes

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

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

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

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

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

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Rewarding Learning

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

Religious Studies

Assessment Unit AS 1

assessing

Module 1: Introduction to the Gospel of Luke

[ASR11]

FRIDAY 5 JUNE, AFTERNOON

MARK SCHEME

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

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

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

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

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

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

Band 4 ([19]–[24])

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

Band 3 ([12]–[18])

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

Band 2 ([6]–[11])

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

Band 1 ([0]–[5])

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

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

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

Band 4 ([10]–[12])

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

Band 3 ([7]–[9])

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

Band 2 ([4]–[6])

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

Band 1 ([0]–[3])

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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.

- 1 (a) Knowledge and understanding of the main reasons may include, e.g.
- Reference to the Lukan prologue (Luke 1:1–4) and his own general statement of purpose for writing, mentioning of Theophilus and provision of an historical narrative
 - Luke’s theological purpose presenting God’s continuing presence in the world and events of Jesus’ life
 - Identification of Luke as a Gentile writing for Gentiles and evidence to support this
 - Evangelistic purpose to present the Good News and assist the church in its work
 - Luke’s special interests in the poor, women, prayer, Holy Spirit and/or others with textual evidence to support
 - An identification of Luke’s audience and context for writing [30]
- (b) An exploration of the claim may include, e.g.
- Agreement – citing inaccuracies with some of the text – census; Quirinius
 - Reference to other purposes more important than history, e.g. universalism; forgiveness; salvation
 - Counter argument, e.g. referring to Luke’s prologue an ‘orderly account’
 - Reference to historians of the first century – carefully using sources; influence of Hellenism/Jewish way of writing history [15]
- 2 (a) Knowledge and understanding may include, e.g.
- Reference to Luke’s presentation of John as forerunner and prophet with textual evidence to support these claims, e.g. annunciation to Zechariah, the birth of John, the visit of Mary to Elizabeth
 - The miraculous presentation of the annunciation and birth – overtones of Old Testament figures (Samson /Samuel)
 - An outline of the ministry of John the Baptist – in the wilderness, his teaching and baptism of the Jewish people and comparisons with Elijah [30]
- (b) An exploration of the claim may include, e.g.
- Consideration of Luke’s presentation of the baptism of Jesus as a very important moment in the gospel – the fact of Jesus at prayer, a key characteristic in Luke’s gospel
 - Although not actually mentioned – implication is, John baptised Jesus
 - Consideration of reasons for the baptism, e.g. marking beginning of ministry; to receive the Holy Spirit, to highlight the presence of God
 - Counter claim that this is not the most important moment in the gospel, e.g. the death of Jesus on the cross; the Resurrection or other alternatives. [15]

45

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- 3 (a) Knowledge and understanding of two parables of mercy may include, e.g.
- A detailed account of two parables of mercy, e.g. the parables of the lost in Luke 15, parable of the unjust judge or other relevant parable
 - Definition of the term parable and some context of the parables chosen
 - Some exploration of key characters and themes within the narrative. [30]

- (b) Comment on the theme may include some of the following, e.g.
- Exploration of these parables as parables of joy and happiness with relevant evidence to support this; joy over the repentant sinner; joy of sheep and coin found
 - Counter argument that they are more concerned with mercy for sinners and the forgiveness of God than joy
 - More concerned with compassion and/or discipleship than joy [15]

- 4 (a) Knowledge and understanding may include, e.g.
- An outline of Jesus at the Mount of Olives – disciples followed, words of Jesus, – angel appeared to strengthen, sweat, drops of blood, Judas and religious leaders, striking of ear – healing – hour and power of darkness
 - Some understanding of context – no feeling of desperation – more reverent – God is present with Jesus
 - Luke alone has Temple guards, chief priests and elders
 - Time of evil. [30]

- (b) An exploration of the claim could include some of the following, e.g.
- Agreement with the claim that betrayal and denial have a very important place in the Passion Narrative in Luke – evidence to support this – Peter’s denial; Judas’ betrayal; rest of disciples abandon Jesus; crowd reject him; Pilate and Herod do not release him, one robber rejects him on the cross
 - Counter arguments, e.g. other themes of the narrative are more important – forgiveness; prayer; obedience or valid alternatives. [15]

Total

**AVAILABLE
MARKS**

45

45

180



Rewarding Learning

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

Religious Studies

Assessment Unit AS 2

assessing

**Module 2: Introduction to
the Acts of the Apostles**

[ASR21]

FRIDAY 5 JUNE, AFTERNOON

**MARK
SCHEME**

Part 1: Levels of Response

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

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

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

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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.

- 1 (a) Knowledge and understanding of the main purposes suggested for Acts may include, e.g.
- a range of Lukan purposes
 - apologetic
 - missionary
 - catechetical
 - evangelical
 - historical
- [30]

- (b) In exploration of this claim, candidates may wish to consider some of the following points, e.g.
- Luke was writing for Gentiles: specific textual examples concerning the acceptance of Gentiles into the church; significance of shaking the dust off their clothes in rejection of the Jews; focus on Paul’s missionary journeys to the Gentiles; Paul’s journey to Rome, the capital of the Roman and Gentile world
 - Luke was also writing for Jews: Paul always took the gospel to the Jews first, reference to specific textual examples
 - The religious identity did not interest Luke as much as the status of people, e.g. he was concerned for the poor and oppressed regardless of their religion
- [15]

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- 2 (a) Knowledge and understanding of the role of the Holy Spirit in Acts may include, e.g.
- The coming of the Holy Spirit at Pentecost; events in the upper room (wind, fire, languages); response and accusations of the crowd
 - At baptism
 - As a guide
 - In prophecy
 - In mission
 - As a disciplinarian
 - Power to perform miracles
- [30]

- (b) An exploration of the view may include, e.g.
- Evidence from the Day of Pentecost, Peter
 - Role of Peter, Stephen, Philip and Paul in Acts
 - Number of times Holy Spirit is mentioned in Acts
 - Argument that Acts could have been named “The Gospel of the Holy Spirit”
 - Evidence that the Holy Spirit guided the believers, enabled them to speak boldly, to perform miracles, to discipline, to defend the gospel with little regard for their personal safety
- [15]

45

		AVAILABLE MARKS
<p>3 (a) Knowledge and understanding of the evangelising activity of Philip may include, e.g.</p> <ul style="list-style-type: none"> • 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 • Philip and his prophesying daughters [30] <p>(b) An exploration of the claim may include, e.g.:</p> <ul style="list-style-type: none"> • The normal sequence of becoming a believer was repentance, forgiveness, baptism and then the reception of the Holy Spirit • Peter said “Repent and be baptised . . .” on the Day of Pentecost • Some people received the Holy Spirit before baptism • The experience of the Samaritans (8:12–17); Paul’s conversion (9:17–19); the disciples at Ephesus (19:1–7); Cornelius (10:34–43) [15] 		45
<p>4 (a) Knowledge and understanding of one of Paul’s missionary journeys may include, e.g.</p> <p>First Journey, Acts 12:24–14:28. Summary of journey and events:</p> <ul style="list-style-type: none"> • Preliminaries; Cyprus; Antioch and Iconium; Lystra and Derbe <p>Second Journey, Acts 15:36–18:22</p> <ul style="list-style-type: none"> • Old territory – new companions; Lystra to Troas; Philippi; Thessalonica and Berea; Athens; Corinth, Cenchrea and return journey <p>Third Journey</p> <ul style="list-style-type: none"> • Antioch, Galatia and Phrygia (confirmed converts); Ephesus (baptism of John the Baptist’s followers, teaching in hall of Tyrannus, miracles, Sceva’s sons, revolt of the silversmiths; Greece (Jewish plot); Troas (Eutychus); Miletus (Speech); Tyre (urged not to go to Jerusalem); Caesarea (Philip, Agabus) • Other issues could include Paul’s evangelic role, the reactions of various audiences to Paul’s words and deeds, and the success or failure of Paul’s missionary activities [30] <p>(b) An exploration of the claim may include, e.g.:</p> <ul style="list-style-type: none"> • Implications of Peter’s activity: Pentecost, lame man, before Sanhedrin, role in Samaria, Cornelius • Implications of Paul’s activity on missionary journeys • Peter’s disappearance after Acts 15 • Luke’s focus on Paul • Ending of Acts with Paul in Rome • Consideration of the distinctive role that each individual played. [15] 	Total	45
		180



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

2009

Religious Studies

Assessment Unit AS 3

assessing

**Module 3: Introduction to
Old Testament Prophecy**

[ASR31]

FRIDAY 5 JUNE, AFTERNOON

MARK SCHEME

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

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

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Band 4 ([19]–[24])

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

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Band 2 ([6]–[11])

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

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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.

- 1 (a) Knowledge and understanding may include some of the following, e.g.
- Origins of prophecy in Israel: Ecstatic prophecy and its possible emergence from Canaanite culture
 - Role of the Seer
 - Samuel and his role in developing the ‘schools of prophets’
 - Evolution of war prophets, court prophets and cultic prophets
 - Emergence of the ‘new’ prophets and explanation of their role
 - Former and Latter prophets
 - Major and Minor Prophets
 - The Writing Prophets
- [30]

- (b) An exploration of the claim may include, e.g.
- Calling by God to deliver a message at a particular time in the history of the people of Israel
 - Message of prophets did focus on key aspects of faith: e.g. Worship, Right living, Justice, Nature of God
 - Call for repentance and forecast of judgement and in some cases hope
 - Others responsible for development of faith: e.g. Kings, Priests, Elders
- [15]

- 2 (a) Knowledge and understanding may include some of the following, e.g.
- Context of the Covenant (Mt. Sinai)
 - Definition of Covenant (Role of two parties)
 - Detail on the laws of the Covenant and explanation
 - Commentary on the significance of the laws
 - Reference to additional laws (the Covenant Code)
 - The sanctions: Consequences of breaking the Covenant – judgement/punishment
 - Sealing of the Covenant: Ritual, Memorial and Oath
- [30]

- (b) An exploration of the claim may include, e.g.
- Areas covered by the Covenant: Idols, Swearing, Worship, Parents, Life, Adultery, Stealing, Lies, Greed/Lust
 - Areas not covered by the Covenant: e.g. Prayer, Poverty, Discrimination, Sexuality, War
 - How other areas may be touched on implicitly, e.g. Respect for Life
 - Any valid alternative
- [15]

**AVAILABLE
MARKS**

45

45

- 3 (a) Knowledge and understanding may include some of the following, e.g.
- Detail of the relationship between David and Bathsheba
 - Account of David's attempt to cover up his sin leading to the death of Uriah
 - Confrontation with Nathan with explanation and commentary on:
 - Parable of the ewe lamb
 - Identification of David as a sinner
 - Pronouncement of punishment
 - David's admission of guilt
 - Proclamation of child's death
 - David's penance
 - Conclusion of story
- [30]
- (b) An exploration of the claim may include, e.g.
- Admission of guilt given only after identification and threat of punishment
 - Was David truly sorry or just expressing guilt after being found out?
 - Would David have admitted his guilt without the intervention from Nathan?
 - Penance took place after illness to child; Was David doing penance for his sin or bargaining with God for the child's life?
 - Reaction by David on hearing child was dead: Does it reveal real motive for penance?
 - Conclusion of story; David went back to his wife Bathsheba and they had a son, Solomon – Indication that repentance was genuine or not?[15]

AVAILABLE
MARKS

45

- 4 (a) Knowledge and understanding may include some of the following, e.g.
- Context of Hosea’s prophecy: Unfaithfulness; Religious and social sins
 - Marriage to Gomer: Who was she? Link with worship of Baal
 - Gomer’s unfaithfulness. Symbolism; Breaking of Covenant
 - Detail on Covenant disobedience
 - Casting out of Gomer by Hosea. Symbolism; Ending of Covenant by God
 - Taking back of Gomer by Hosea after period of chastisement. Symbolism; Renewal of the covenant by God after punishment. Extent of love of Hosea/God
 - Revelation of nature of God: Forgiving, merciful, loving. Judgement was not the end
 - Necessity for judgement: People would see the error of their ways as Gomer would. Comparison of punishment to that of a Father disciplining his son, would be for his good (Chapter 11)
 - Names of children and their symbolism [30]

- (b) An exploration of the claim may include, e.g.
- Forgiveness of God a central theme of Hosea’s message: Covenant would be renewed
 - Nature of God as merciful, loving and forgiving
 - Judgement/Punishment also part of Hosea’s message: People would experience chastisement
 - Nature of God as a righteous judge; Consequences of Covenant disobedience
 - Necessity for discipline: To bring people back; Reveals a God of divine love because He would not let His people go [15]

Total

**AVAILABLE
MARKS**

45

90



Rewarding Learning

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

Religious Studies

Assessment Unit AS 4

assessing

Module 4: The Early Christian Church

[ASR41]

TUESDAY 16 JUNE, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

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

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

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

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

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

Band 4 ([19]–[24])

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

Band 3 ([12]–[18])

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

Band 2 ([6]–[11])

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

Band 1 ([0]–[5])

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

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

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

Band 4 ([10]–[12])

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

Band 3 ([7]–[9])

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

Band 2 ([4]–[6])

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

Band 1 ([0]–[3])

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

Quality of Written Communication

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

Part 2: Contextual Reference Points

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

- 1 (a) Knowledge and understanding of the doctrine and practice of baptism may include, e.g.:
- origins of baptism in the New Testament
 - initiation ceremony into church membership
 - necessary for admission to Eucharist
 - preparation for catechumens
 - question of infant/believers' baptism
 - problem of water/spirit baptism by third century
 - reference may be made to appropriate sources, e.g. Justin, Didache, Hippolytus, Tertullian, Cyprian [30]
- (b) An explanation of this view may include, e.g.:
- baptism was the only way to gain admission to the church community
 - it was based on the command of Jesus to the Twelve as part of their mission
 - the preparation time for baptism was long and very high standards were expected of church members
 - taking part in the Eucharist as part of regular worship was essential for ongoing salvation
 - belonging to the church community created a sense of fellowship
 - Christians supported each other in times of trouble [15]
- 2 (a) Knowledge and understanding of the reasons for the persecution of Christians may include, e.g.:
- Christianity as a “religion illicita”
 - refusal of Christians to practise Emperor worship
 - accusations of atheism and disloyalty
 - accusations of immoral behaviour
 - some candidates may refer to the agendas of individual emperors, e.g. Nero – scapegoats; Domitian – political motives; Marcus Aurelius – active dislike and prejudice based on the stubbornness of Christians [30]
- (b) An exploration of this claim may include, e.g.:
- those being persecuted moved from place to place taking the gospel with them
 - the witness of the Christians made people want to find out more about Christian beliefs
 - some candidates may argue that other factors were equally important, e.g.:
 - Paul’s missionary activity
 - Pax Romana
 - universal language
 - good communications [15]

45

45

		AVAILABLE MARKS
<p>3 (a) Knowledge and understanding of the main themes of the writings of Justin may include, e.g.:</p> <ul style="list-style-type: none"> • content of his apologetic writings • defence of Christians against charges of immoral and disloyal behaviour • doctrine of the Logos • dialogue with Trypho • Christianity rather than Judaism is the true fulfilment of God’s promises • Christian use of the Old Testament • use of Greek philosophical language [30] <p>(b) An exploration of this view may include, e.g.:</p> <ul style="list-style-type: none"> • his aims as an Apologist • the way in which he used current Greek philosophical language and concepts, e.g. logos • the dedication of his writings to a Roman Emperor and a Jewish philosopher • his target readership • candidates may argue that much of what he writes, e.g. description of Christian worship is clear and easy to understand by any reader [15] 	45	
<p>4 (a) Knowledge and understanding of the development of early Christian creeds may include, e.g.:</p> <ul style="list-style-type: none"> • emergence of simple statement of faith in the New Testament • New Testament kerygma • content of various creeds, e.g. Apostles’ Creed, Nicene Creed • use of creeds to instruct catechumens • use of creeds to identify and counteract heresy • mention may be made of relevant sources, e.g. Justin, Irenaeus, Hippolytus, Tertullian [30] <p>(b) An exploration of this claim may include, e.g.:</p> <ul style="list-style-type: none"> • creeds were a summary of what the Apostles preached and taught • the earliest creeds concentrated on the nature of Jesus – his divinity, death and resurrection • all creeds had important emphasis on the Doctrine of the Trinity • they were used to test the essential beliefs of the catechumen before and during baptism • used as a means of distinguishing the Christian from the heretic • candidates may argue that some of the language/concepts in the creeds would have been difficult for the ordinary Christian to understand [15] 	45	
Total	180	



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

Religious Studies

Assessment Unit AS 5

assessing

**Module 5: The Origin and
Development of the Celtic Church**

[ASR51]

TUESDAY 16 JUNE, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

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

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

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

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

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

Band 4 ([19]–[24])

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

Band 3 ([12]–[18])

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

Band 2 ([6]–[11])

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

Band 1 ([0]–[5])

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

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

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

Band 4 ([10]–[12])

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

Band 3 ([7]–[9])

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

Band 2 ([4]–[6])

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

Band 1 ([0]–[3])

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

Quality of Written Communication

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

Part 2: Contextual Reference Points

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

- 1 (a) Knowledge and understanding may include some of the following, e.g.
- Mission of Palladius
 - traces of heresies in Ireland
 - words associated with Christians such as caisc (Easter)
 - early Irish saints, e.g. Declan
 - evidence in Confessio, e.g. other areas had been penetrated by missionaries
 - evidence of coins and brooches
 - prisoners of war captured by Irish
- [30]
- (b) Comments on the claim may include some of the following, e.g.
- to enter regions and evangelize only required the permission of one person – King
 - this acceptance influenced and made natives more acceptable to conversion
 - the protection of political power was given to churchmen who enjoyed close relationships with the king
 - success with children of Kings – conversion – influenced others to accept the possibility of their own conversion
 - gifts to Kings, children and judges was acceptable to facilitate freedom of movement for the missionary
 - yet political structures, dependent on humans, were not always of benefit as Patrick shows an awareness of being robbed, imprisoned and a fear of murder, betrayal and slavery
- [15]
- 2 (a) Knowledge and understanding of Irish peregrini in Europe may include some of the following, e.g.
- awareness of motives and reasons for peregrination such as call from God, missionary fervour
 - awareness of the work of Burgh Castle group in France, e.g. Fursa, Foillan
 - awareness of the work of people such as Caidoc, Fricor, Ultan, Gall
 - founding of monasteries and abbeys
 - training of native clergy
 - evangelising and conversion to consolidate Christianity in Europe
 - work of Columbanus
- [30]
- (b) Exploration of the view may include some of the following, e.g.
- inspired to act as a disciple of Christ
 - inspired to be with God
 - need to evangelise
 - response to God’s call/vocation
 - fulfilment of personal idea of Christian Life
 - awareness of a “greater” and “lesser” exile
 - missionary zeal
 - personal aspect of wanderlust
 - penance for sin
 - pursue new challenges
 - wish to found new monasteries
 - religious/personal reasons
- [15]

			AVAILABLE MARKS
3	<p>(a) Knowledge and understanding of the main themes and content of Patrick’s writings may include some of the following, e.g.</p> <ul style="list-style-type: none"> • early slavery and escape • awareness of mission and role • faith/prayer, e.g. belief in Trinity, belief in prayer • awareness of humility and thanksgiving • concern for women and monasticism • awareness of opposition • concern for captives/murdered • demand for repentance and excommunication • revelation of personal criticism by clerics • defence of himself and his mission • use of scripture to support complaints • awareness of other themes in relation to writings <p style="text-align: right;">[30]</p>		
	<p>(b) Comment on the claim may include some of the following, e.g.</p> <ul style="list-style-type: none"> • awareness of tolerance and endurance to mission despite slavery, betrayal and imprisonment • sense of vulnerability, e.g. alone in slavery • sense of inadequacy, e.g. deficiencies of education • showing of emotion with self confidence, courage and anger, e.g. letter • qualities founded on his profound faith • difficulties posed by hagiographies of Patrick <p style="text-align: right;">[15]</p>		45
4	<p>(a) Knowledge and understanding of Celtic hagiography with particular reference to Adomnan’s “Life of Columba” may include some of the following, e.g.</p> <ul style="list-style-type: none"> • particular genre of writing • feature of association between saint and a particular place, e.g. Iona • feature of the asceticism of the saint, e.g. monastery on Iona • awareness of harmony with nature, e.g. crane, fish • awareness of miracles, e.g. water into wine • awareness of exaggeration, e.g. visions • feature of the pronouncement of curses, e.g. driving away the sea monster • feature of prophecy, e.g. Ernene, son of Crasene • awareness of general hero worship of the saint <p style="text-align: right;">[30]</p>		
	<p>(b) Exploration of the view may include some of the following, e.g.</p> <ul style="list-style-type: none"> • method of composition – miracles, visions • consideration of the purpose of hagiography, e.g. sanctity of the saint • desire to inspire/motivate a community with stories • saints placed in situations and overcoming adversity with their powers, e.g. Patrick with the Druids • documentary evidence in a time of limited documentation • difficult to deny these stories • factual information on Irish society in the period • increasing detail, e.g. detailed description of Irish church • factual information on history of Kildare • additional information on Iona • decision on correct/incorrect <p style="text-align: right;">[15]</p>		45
Total			90



Rewarding Learning

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

Religious Studies

Assessment Unit AS 6

assessing

**Module 6: Religious Ethics:
Foundation and Principles**

[ASR61]

THURSDAY 18 JUNE, MORNING

MARK SCHEME

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

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

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

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

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

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

Band 4 ([19]–[24])

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

Band 3 ([12]–[18])

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

Band 2 ([6]–[11])

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

Band 1 ([0]–[5])

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

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

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

Band 4 ([10]–[12])

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

Band 3 ([7]–[9])

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

Band 2 ([4]–[6])

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

Band 1 ([0]–[3])

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

Quality of Written Communication

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

Part 2: Contextual Reference Points

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

- 1 (a) A knowledge and understanding of the teaching of any **five** of the Beatitudes could include, e.g.
- reference to any **five** of the Beatitudes as detailed in MT. 5:2–12
 - the moral thrust of each of the chosen Beatitudes, e.g. the challenge to show mercy, to have purity of heart, to engage actively in reconciliation, to work for justice
 - how the Beatitudes reveal the qualities of the perfect disciple
 - how the Beatitudes emphasise the innermost disposition of the heart
 - the promise of reward and fulfilment beyond this earthly life
 - the Beatitudes as the Charter of the Kingdom and for the new society
- [30]

- (b) An exploration of the view may include, e.g.
- the Beatitudes as the central proclamation of Jesus' teaching
 - the Beatitudes as presenting the portrait of the perfect disciple
 - the qualities of the authentic Christian, e.g. spirit of gentleness, compassion to those in pain, active reconciliation
 - how the Beatitudes were lived out in the life of Jesus
 - the Beatitudes as representing a new and positive ethic
 - the importance of the interior attitude rather than external observance of the Law
 - Jesus' comment about 'fulfilment' rather than abrogation (Matthew 5:17)
 - the Commandments as the very basis of Christian ethics
- [15]

45

- 2 (a) A knowledge and understanding of the terms 'right' and 'wrong' could include, e.g.
- possible definitions of right and wrong
 - the definition of 'good' and associated difficulties
 - the religious perspective
 - deontological and teleological approaches
 - absolutist and relativist views
- [30]

- (b) An exploration of the view may include, e.g.
- the standing of the Bible within the Christian tradition
 - the Bible as the very basis of Christian ethics
 - the moral teaching of Jesus, especially the exhortation to love
 - the direction of the Ten Commandments
 - how the Bible provides clear teaching on issues such as murder, revenge, adultery
 - issues pertaining to difficulties interpreting Biblical teaching, e.g. on divorce
 - how the Bible does not address issues such as contraception and new reproductive technologies
 - how Biblical principles, e.g. love of neighbour remain constant
 - the importance attached to the tradition of Natural Law within Roman Catholicism
 - the extent to which the Bible provides the framework for Christian ethics
- [15]

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- 3 (a) A knowledge and understanding of the religious and moral issues raised could include, e.g.
- the sanctity of human life teaching
 - infringement of Natural Law
 - intrusion into the process of procreation
 - implications for the married relationship, e.g. third party involvement
 - implications for the integrity of the embryo – the destruction of embryos
 - the issue of surplus embryos
 - embryo experimentation
 - the advent of the ‘designer’ child
 - the commodification of life – human life as a consumer product and not a gift
 - the importance of compassion – human infertility as an illness
 - utilitarian considerations, e.g. possible benefits for humankind
 - issues to do with identity
 - the sovereignty of the individual, the principle of ownership
 - the issue of rights, e.g. the right to a child, the right to replace a lost child (through cloning)
 - the Pandora’s Box scenario
 - the slippery slope argument
 - relevant religious/church teaching, e.g. the Fifth Commandment
- [30]

- (b) An exploration of the claim may include, e.g.
- the possibility that some involved in such techniques may only be in it for personal and social advancement
 - the possibility that some could have more sinister motives, e.g. seeking to eradicate so called human imperfections such as Down’s Syndrome or seeking to bring about a new class of people such as those genetically enhanced
 - that such people can have more altruistic concerns and motives
 - science and technology as a gift from God, using such techniques to advance the well-being of God’s people
 - the role of the H.F.E.A. in overseeing such developments
 - the role that figures in Christian/Religious leadership can play
- [15]

45

- 4 (a) A knowledge and understanding of the ethical issues in the debate on the rights of women could include, e.g.
- consideration of issues pertaining to justice, equality, dignity, autonomy, mutuality
 - issues pertaining to authority and leadership, e.g. women and religious ministry
 - issues to do with reproductive and economic rights
 - human rights issues
 - the influence of feminist writers, e.g. Germaine Greer, Naomi Wolff, Mary Daly, Andrea Dworkin, Rosemary Radford Reuther
 - arguments pertaining to tradition
 - the historical evolution of the debate, e.g. the contribution of Mary Wollstonecroft
 - the exploitation of women, e.g. in the sex trade [30]
- (b) An exploration of the view may include, e.g.
- the perceived patriarchal nature of religion – historically and today
 - historical attitudes to women that were not helpful, e.g. those of Clement of Alexandria, Tertullian, Aquinas
 - narrow interpretations of seminal Biblical narratives, e.g. the Story of the Fall which portray Eve as seducer and sinner
 - the impact of Pauline teaching on women
 - how Jesus’ treatment of women challenged prevailing attitudes
 - the rights of women to full participation in religious and church life
 - women as equally loved by God and equally deserving of respect [15]

Total

**AVAILABLE
MARKS**

45

180



Rewarding Learning

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

Religious Studies

Assessment Unit AS 7

assessing

**Module 7: Issues of Religious Belief
in the Modern World**

[ASR71]

THURSDAY 18 JUNE, MORNING

MARK SCHEME

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

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

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

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

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

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

Band 4 ([19]–[24])

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

Band 3 ([12]–[18])

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

Band 2 ([6]–[11])

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

Band 1 ([0]–[5])

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

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

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

Band 4 ([10]–[12])

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

Band 3 ([7]–[9])

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

Band 2 ([4]–[6])

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

Band 1 ([0]–[3])

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

Quality of Written Communication

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

Part 2: Contextual Reference Points

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

- 1 (a) Knowledge and understanding of one Classical “Proof” may include, e.g.
- an exploration of one “a priori” or one “a posteriori” “proof” for the existence of God: the Ontological, Cosmological, Teleological or Moral Argument
 - an exploration of development within the argument, e.g. the argument qua design and argument qua purpose, the first and second forms of the Ontological argument, the first three of Aquinas’ Five Ways
 - the contribution of selected scholars, for example, Anselm, Gaunilo, Aquinas, Descartes, Paley
 - the origins and roots of the selected “proof”
 - selected writings, e.g. The Proslogion, Summa Theologica, the Bible
 - development of the selected argument by subsequent scholarship, e.g. Leibniz, Craig, Tennant, Newman [30]
- (b) An exploration of the claim may include, e.g.
- the primacy of faith and the value of Divine revelation for the believer, reference to Fideism
 - the failure of any “proof” to verify God’s existence
 - the value of Divine revelation for the believer
 - atheistic challenges to the rationality and validity of religious belief
 - Empiricism’s exclusive emphasis on scientific proofs/rationalism
 - discussion as to whether faith and facts are mutually exclusive or complimentary in nature
 - the contribution of selected atheistic and theistic scholars to the debate, e.g. Anselm, Kant, Swinburne
 - reference to selected scholarly and/or Biblical teaching [15]
- 45
- 2 (a) Knowledge and understanding may include, e.g.
- an exploration of the mystical experiences, visions and reflections of Teresa of Avila
 - an analysis of selected visions, for example, the interior castle, angelic visions
 - Teresa’s reflections on her experiences – the nature of humanity’s relationship with the Divine, humanity’s call to prayer
 - selected excerpts from Teresa’s writings; the Way of Perfection, the Interior Castle, Spiritual Relations (exclamation of the Soul on God) and Conception on the Love of God
 - a brief outlining of Teresa’s life with special reference to her mystical experiences
 - clarification of the term “mystical experience” [30]
- (b) An exploration of the claim may include, e.g.
- challenges to the veracity of Teresa’s visions as being, for example, the result of sexual repression and hallucination
 - challenges to the validity of religious and prayer experiences in an increasingly secular age
 - alternative explanations for such experiences
 - challenges to the stated claim, the continued influence and impact of Teresa’s writings on the Church and individual
 - the proven value of prayer and meditation [15]
- 45

- 3 (a) Knowledge and understanding of the contribution of Augustine may include, e.g.
- an exploration of the Augustine's views concerning the origins, nature and purpose of evil
 - reference to selected biblical texts, e.g. the Fall, the teachings of St Paul
 - Augustine's views concerning the Fall, Judgement and Redemption
 - Augustine's theodicy as a soul-making theodicy
 - evil as a privation rather than a created entity
 - clarification of the core problem – that of reconciling a benevolent, omniscient and omnipotent God with the continued existence of evil
 - reference to the writings of Augustine; The Confessions
 - exploration of the distinctions between moral and natural evil [30]
- (b) An exploration of the claim may include, e.g.
- a critique of the Augustinian theodicy as being scientifically, logically and morally flawed
 - its reliance upon literal interpretation of scripture, its judgemental nature
 - the contribution of selected thinkers, atheistic and theistic, to the argument, e.g. Swinburne, Flew, Wiles, Phillips
 - reference to specific examples of suffering that continue to challenge belief in God, the suffering of the innocent, suffering ensuing from natural disasters
 - reference to the teachings of Epicurius and/or Augustine (the Inconsistent Triad)
 - an exploration of the strengths of the Augustinian theodicy for the theist – its biblical roots, its emphasis on the salvific role of Christ, as insuring Divine justice
 - the inadequacy of any philosophical argument in the face of human suffering [15]
- 4 (a) Knowledge and understanding of differences in approaches to morality may include, e.g. Identification of differences regarding the origins, nature and purpose of morality, together with differences in moral criteria –
- RELIGIOUS**
- emphasis on the Theocentric and Christocentric nature of morality
 - the origins, central criteria, and end goal of religious morality as being intrinsically linked to God
 - the Deontological, Teleological and/or Absolutist nature of religious morality
 - reference to selected scholarly and Biblical teaching
 - reference to specific religious moral theories – Natural Law, Virtue Ethics, Situation Ethics
 - the centrality of Christian Agape, the Commandment to Love
 - Christian scholarship on the theme of morality
 - reference to Christian scholars, e.g. Aquinas, Fletcher, McIntyre
- PHILOSOPHICAL**
- emphasis on the Humanistic and relativist nature of morality
 - the origins, central criteria, and end goal of philosophical morality as being exclusively a human and temporal endeavour
 - humanity's role as primary moral agent
 - reference to selected philosophical moral theories – Relativism, Consequentialism, Emotivism, Intuitivism

45

- reference to Philosophical thinkers, e.g. Kant, Mill, Heidegger, Singer
- reference to selected writings, e.g. the Humanist Manifesto [30]

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

- reference to Christian moral teaching concerning the primacy of motive (agape, the Love Command)
- the roots of theistic morality in recognising and obeying God's will
- emphasis on the purpose of morality, the importance of Salvation and Redemption within religious morality, the maximising of pleasure in Utilitarianism
- the dangers and difficulties of a purely consequentialist morality – inability to accurately predict future consequences
- the practical need to evaluate the end result and consequences of all moral actions
- the problem in identifying the complex motivations behind human actions [15]

Total

**AVAILABLE
MARKS**

45

180



Rewarding Learning

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

Religious Studies

Assessment Unit AS 8

assessing

Module 8: An Introduction to the Study of Islam

[ASR81]

THURSDAY 18 JUNE, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

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

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

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

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

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

Band 4 ([19]–[24])

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

Band 3 ([12]–[18])

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

Band 2 ([6]–[11])

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

Band 1 ([0]–[5])

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

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

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

Band 4 ([10]–[12])

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

Band 3 ([7]–[9])

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

Band 2 ([4]–[6])

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

Band 1 ([0]–[3])

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

Quality of Written Communication

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

Part 2: Contextual Reference Points

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

- 1 (a) A knowledge and understanding could include: e.g.
- the causes of the spread, Allah's blessing, military tactics and well motivated soldiers, war weariness, lower taxes, Muslim control was preferable to that of others
 - the role and significance of Muhammad, in and beyond his lifetime
 - the role of the first four caliphs, consolidating and expanding the empire
 - the extent of the spread geographically, as far west as Spain and as far east as China
 - the remarkable rapidness of the spread of the faith [30]
- (b) An exploration of the view may include: e.g.
- a consideration of examples of the powerfulness of Muhammad, the revelation of the Qur'an, his ability to settle disputes, to establish the Muslim community, to lead in warfare, to send missionaries, conquering Mecca and all of Arabia in his lifetime
 - Muhammad knew weakness, being vulnerable as an orphan, being rejected and persecuted in Mecca, having to go to Medina
 - a consideration of how successful Muhammad was in making converts in Mecca initially, his treatment of the Jewish community in Medina, the three options which conquered peoples were offered, the desertion of many Muslims after Muhammad's death [15]
- 2 (a) A knowledge and understanding could include: e.g.
- the rituals involved in Hajj, ihram, circling the Kaba, Safa and Marwah, Zamzam well, Mount Arafat, throwing of stones at Mina, festival of Eid ul Adha, final circuits of the Kaba
 - the symbolic meaning of Hajj rituals, imitating Muhammad and Abraham and his family, resisting evil and temptations, confession and forgiveness of sins, sharing with the community
 - understanding of the general significance of the pillars: part of ibadah (worship), commanded, value to the individual, value to the community, promise of reward [30]
- (b) An exploration of the claim may include: e.g.
- most valuable pillar in that it is the only pillar which has to be performed once in a lifetime
 - at Arafat (the Mount of Mercy) all sins are confessed and forgiven by Allah
 - Muslims who have been on Hajj feel privileged and blessed by the experience, a real sense of equality and community
 - those who die on Hajj go straight to paradise
 - more regular pillars could be seen to be of greater value such as Salah
 - the underpinning significance of Shahadah, fundamental to all the action pillars, the importance of correct motivation
 - all the pillars are duties which are to be submitted to, equal importance before Allah
 - all pillars bring an eternal reward
 - cannot be the most valuable because not all Muslims are able to go on Hajj due to poverty, age or ill health [15]

45

45

- 3 (a) A knowledge and understanding could include: e.g.
- the Shia belief in the Hidden Imam, the prime importance of Ali
 - Shia alterations to each of the pillars:
Shahadah includes “. . . and I bear witness that Ali is the friend of God”; during Salat the head is placed on baked clay from Karbalah, Zakat is increased and given to religious leaders, during Ramadan the fast is extended until the complete setting of the sun and Ali’s death is mourned for three days, Hajj to Mecca is observed but additional places are added
 - Shia alterations to the articles of faith:
attitude to Tawhid (oneness) means the Shia reject the literal understanding of anthropomorphisms in the Qur’an and their view of the Hidden Imam’s semi-divine nature may challenge the idea of oneness, Risalah (prophecy) and Muhammad as the “seal” is accepted but the Hidden Imam does make new revelations, Shia do not believe that the Qur’an is eternal but rather is a creation of Allah, Akirah (Last Days) are believed but the details of the Mahdi and the atoning death of Husayn are distinctive, Shia do not believe in predestination
 - festivals: two are added Ghadir al Khum (the appointment of Ali) and Al Ashura (the death of Husayn at Karbala)
 - distinctive Shia law/Sharia
 - attitudes to government [30]
- (b) An exploration of the view may include: e.g.
- different views of leadership (inherited or by consensus) did cause the Sunni/Shia split, the problem of finding suitable replacement for Muhammad
 - further disagreement over leadership caused the Shia to split into Seveners and Twelvers
 - differing theologies and practices perpetuated division
 - Sufis split because of their desire for direct personal experience of Allah and in response to religious legalism and hypocrisy
 - consideration of whether there were “many issues” [15]
- 4 (a) A knowledge and understanding could include: e.g.
- the articles of faith:
Tawhid (oneness), the nature of Allah;
Risalah (Angels and Prophets), the line of prophets, Muhammad the “Seal”; the Qur’an, the final uncorrupted revelation of Allah;
Akirah (Last Days), judgment and afterlife;
al Qad’r (Predestination)
 - the pillars as the outworking of beliefs: Shahadah (creed), Salat (prayer), Sawm (fasting), Zakat (giving), Hajj (pilgrimage)
 - the significance of the Qur’an for Muslims, the word of Allah [30]
- (b) An exploration of the claim may include: e.g.
- submission to the Qur’an will make demands on time, money, energy, intentions

- a non-Muslim context will make some of the Qur'an's teaching more difficult to obey (in school, workplace, dress code, social life, selection of a husband or wife)
- submission has always been difficult and it is accepted by Muslims that this is the case
- submission to the Qur'an will bring an eternal reward and therefore is worthwhile

[15]

Total

**AVAILABLE
MARKS**

45

90

