

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

**Summer 2010**

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

**MARK SCHEMES (2010)**

**Foreword**

***Introduction***

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

***The Purpose of Mark Schemes***

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

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

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

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

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



## CONTENTS

	<b>Page</b>
AS 1: Module 1	1
AS 2: Module 2	11
AS 3: Module 3	21
AS 4: Module 4	31
AS 5: Module 5	41
AS 6: Module 6	51
AS 7: Module 7	61
AS 8: Module 8	71



New  
Specification



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## **Religious Studies**

**Assessment Unit AS 1**

*assessing*

**An Introduction to the  
Gospel of Luke**

**[AR111]**

**FRIDAY 11 JUNE, MORNING**

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# **MARK SCHEME**

## Part 1: Levels of Response

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

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

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



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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

**Section A**

**AVAILABLE  
MARKS**

Answer **one** question

- 1 (a)** An explanation of the various sources used by the author of Luke’s gospel may include some of the following, e.g.:
- An identification and discussion of the main sources used by the author of Luke’s gospel – Mark, Q and Special L (Infancy and Resurrection)
  - The connection between the author and early Christian witnesses
  - The potential link between the author of Luke’s gospel and the missionary Paul
  - Luke’s acknowledgement of reliance on various sources (Luke’s Prologue)
  - Uncertainties regarding the veracity/historicity of Lucan sources
  - External and Internal evidence could be included. [35]
- (b)** A critical exploration of the view may include some of the following, e.g.:
- Possible consideration of the following stories
  - Mary and the Magnificat
  - The significance of Jesus’ birth in a manger
  - The presence of the shepherds
  - The sermon on the plain
  - The widow of Nain
  - The parable of the ten lepers
  - The parable of the rich man and Lazarus
  - The Parable of the rich fool
  - Gentile, Tax collectors and Samaritans
  - Women
  - The sick and the sinners
  - Alternative viewpoints – Interested in the teachings of Jesus, the Holy Spirit, Jerusalem, prayer, repentance, mercy and social justice. [15]

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2 (a) An account of the content and the significance of the healing of the crippled woman on the Sabbath may include some of the following, e.g.:

- An outline and understanding of the main events (Luke 13: 10–17)
- Type of miracle
- Understanding of the theological intent of the miracle
- Understanding of Jesus' compassion
- Sabbath healing
- Letter of the law/spirit of the law
- Hypocritical blindness
- Parallel miracle – Man with dropsy
- Sympathy for women
- Inclusive nature of the Kingdom of God
- The authority and power of Jesus. [35]

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

- Jesus as a miracle worker
- Miracles reflected Jesus' teaching
- Miracles as demonstrating the Kingdom of God in action
- Fulfilment of Scripture
- Reach out to the ill and the sick
- To illustrate the power of God
- Helped people with their faith
- Alternative viewpoints – Miracles not necessary for faith; Parables were more important for Jesus' mission; other actions of Jesus such as breaking down barriers and reaching out to the poor are more central to his mission. [15]

**Section A**

**AVAILABLE  
MARKS**

50

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question

- 3 (a)** A description of content and the teaching of the parable of the Rich Man and Lazarus may include some of the following, e.g.:
- An outline of the parable (Luke 16: 19–31)
  - A definition of the term “parable”
  - The context of the parable – the proper use of wealth
  - An exploration of the symbolism and significance of the parable
  - Key themes within the parable, e.g. mercy, forgiveness, equality, salvation, rejection, love of wealth, eternal life, lip service, the law
  - An exploration of the key characters within the narrative – Rich Man, Lazarus
  - Lucan Theology as presented within the parable. [35]
- (b)** A critical exploration of the claim may include some of the following, e.g.:
- Consideration of the view in relation to other aspects of human experience
  - An open-ended response citing relevant historical and/or contemporary examples
  - The relevance of love of one’s neighbour for human experience
  - The relevance for human experience of Christian teaching
  - The relevance for human experience of prejudice and discrimination
  - The relevance of individualism for human experience
  - The relevance of love of one’s neighbour reflecting your love for God
  - Different responses to love of one’s neighbour
  - The views of modern scholarship
  - A consideration of other aspects of human experience in relation to love of one’s neighbour
  - Alternative viewpoints – that other aspects of Jesus’ teaching are more important than love of neighbour, e.g. attitudes towards wealth. [15]

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4 (a) An account of the content and teaching of the crucifixion and death of Jesus as recorded in Luke's gospel may include some of the following, e.g.:

- An outline of the main events – Jesus is crucified, and his death on the cross (Luke 23: 26–49)
- An exploration of the significance of Jesus' words on the cross – forgiveness of the people and the thief, the final words of Jesus
- Features – daughters of Jerusalem, the two criminals, dividing of the garments, the sneers of the onlookers and the soldiers, the inscription 'King of the Jews', the darkness, the words of the centurion, the reaction of the people and the beating of their breasts
- The significance of Jesus' sacrifice on the cross
- Commentary on/analysis of the events outlined
- An exploration of the centrality of these events within the Lucan text (Conzelmann's views). [35]

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

- Consideration of the claim in relation to other aspects of human experience
- An open-ended response citing relevant historical and/or contemporary examples
- The relevance of suffering for human experience
- The relevance of illness and pain
- The role of faith for suffering and human experience
- Human beings causing fellow human beings to suffer
- The relevance of evil for human experience
- Consideration of natural disasters, i.e. famine, floods, earthquakes for human suffering
- The relevance of tragedy for suffering
- The relevance of Christ's suffering for human experience
- The relevance of Christian teaching on suffering
- Different responses to human suffering as unavoidable
- The views of modern scholarship
- Alternative viewpoints – that some human suffering is avoidable, e.g. the role of free will. [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

50

100





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## **Religious Studies**

**Assessment Unit AS 2**

*assessing*

An Introduction to  
the Acts of the Apostles

**[AR121]**

**FRIDAY 11 JUNE, MORNING**

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# **MARK SCHEME**

## Part 1: Levels of Response

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

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

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

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question

1 (a) An explanation of the main arguments may include, e.g.:

- The traditional view that Luke is the author of the dual documents Luke/Acts
- Discussion of 'Who was Luke?'
- Internal evidence: e.g. the preface to Acts; the 'we' passages; language and style
- The comparison of how Paul is presented in Acts compared to his letters
- External evidence: e.g. The Muratorian fragment; the Anti-Marcionite Prologue; references to Irenaeus, Clement of Alexandria and Tertullian
- The views of modern scholarship [35]

(b) A consideration of the claim may include, e.g.:

- The characteristics of Acts, e.g. the importance of; speeches (kerygma); Holy Spirit; role of Peter and Paul; spread of Christianity
- The idea that Luke had both Jew and Gentile in mind when he wrote his book
- Acts shows the course of events leading to the split with Judaism
- A development that Luke stresses the equality of Jews and Gentiles in a number of ways throughout his book
- The universal offer of the gospel; detailed sermons to different audiences in different places
- The relationship between Jew and Gentile converts and the Jerusalem Church and Paul
- A consideration that one of the other characteristics may be just as, if not more, important [15]

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2 (a) An explanation of the story of Peter and Cornelius may include, e.g.:

- An outline of the story (Acts 10–11: 18)
- Description of Cornelius
- Peter on the roof; vision of sheet; voice saying ‘Get up Peter, kill and eat’; repeated three times
- Cornelius’ call for Peter; Peter at Cornelius’ house; Cornelius’ reaction; Peter’s speech
- The coming of the Holy Spirit; the ‘Gentile Pentecost’
- Peter explaining his actions

[35]

(b) A discussion of the claim may include, e.g.:

- That this event is key because it showed that Christianity is universal: Peter saw he had no choice but to baptise Cornelius and his family and welcome them as equals in the growing church; another step had been taken in taking the gospel to the whole world
- That this event is key because it showed that Christianity is not about a list of rules: when Peter entered Cornelius’ home he was breaking a whole list of Jewish rules; Peter confessed that this was not comfortable, but there was an eager audience and he could not hold back his message; God gave approval by filling the Roman family with his Holy Spirit;
- That this event is key because it encouraged Christians in their witness to see that there are people everywhere eager to believe. Paul’s journeys followed this event.
- A consideration that other key events were equally or more important, e.g. Pentecost; the death of Stephen; Paul’s conversion and Paul’s missionary journeys.
- Acts Ch 1: 8

[15]

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**Section A**

**50**

AVAILABLE  
MARKS

## Section B

AVAILABLE  
MARKS

Answer **one** question

**3 (a)** An account of Paul's conversion to Christianity and its significance may include, e.g.:

- The context and purpose of the account
- Paul's pre-conversion outlook: persecutor of Christians
- Detailed description of the conversion: Saul travelling to Damascus; bright light; voice; vision of the risen Christ; Saul blinded; three days in Damascus; the role of Ananias; Saul a 'chosen instrument to carry my name before the Gentiles'; Saul's baptism; sight restored
- Reference to scholarly discussion
- The aftermath of Paul's conversion
- Paul's contribution as a missionary

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

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing possible historical and/or contemporary examples
- Definition of conversion
- Types of conversion, e.g. gradual or dramatic
- The importance of conversion on anyone's life
- A consideration of conversions other than Paul's
- Lifestyle changes associated with conversion
- A consideration of the argument that religion should be a private and individual matter

[15]

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4 (a) A description of the role of the Holy Spirit in Acts may include the role of the Holy Spirit, e.g.:

- A brief description of the coming of the Holy Spirit at Pentecost; events in the upper room (wind, fire, languages); response and accusations of the crowd
- Repentance and baptism
- The Holy Spirit as a guide, e.g. directing, giving wisdom, warning
- In prophecy, e.g. predicting future or through inspired preaching
- In mission, examples from the journeys
- As a disciplinarian, e.g. Ananias and Sapphira; Elymas
- For power to perform miracles, e.g. Peter's shadow; Paul's acts of healing and exorcism
- Any other passage which refers to the Holy Spirit [35]

(b) A consideration of the claim may include, e.g.:

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing possible historical and/or contemporary examples
- Beliefs concerning the activity of the Holy Spirit
- Evidence of religious movements that are concerned with the Holy Spirit, e.g. Montanism
- Religious revivals
- Focus upon the Holy Spirit in Christianity
- Prominence given to issues other than the Holy Spirit
- Skepticism
- Miracles
- The role of authority in religion
- The challenge of science [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**



New  
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## **Religious Studies**

**Assessment Unit AS 3**

*assessing*

**An Introduction to Old Testament  
Covenant and Prophecy**

**[AR131]**

**FRIDAY 11 JUNE, MORNING**

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# **MARK SCHEME**

## Part 1: Levels of Response

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

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

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

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

- A reasonable response.
- Demonstrating some attempt at critical analysis.
- Some reference to other points of view.
- Reasonably accurate and fluent.
- Some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- Reasonably accurate use of spelling, punctuation and grammar.
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### **Band 2 ([4]–[6])**

- A limited response.
- Demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- Some inaccuracy in places.
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### **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.

## Section A

AVAILABLE  
MARKS

Answer **one** question

1 (a) An account of the confrontation may include some of the following, e.g.:

- Context of the confrontation: David's affair with Bathsheba
- Parable of the ewe lamb and David's reaction
- Explanation of the parable
- David's punishment
- David's admission of guilt
- Consequences of David's actions
- Nathan's prophecy
- David's penitence
- Immediate and future consequences

[35]

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

- Breaking of the covenant laws raises question marks about David's religious faith in God
- Does the timing of David's confession raise question marks over the sincerity of his sorrow and therefore his faith – David confessed only after being confronted by Nathan and only after the threat of punishment
- Does David's explanation for ending his penance raise question marks about how genuine it was and therefore how real his faith in God was?
- The fact that the "consoling" of Bathsheba lead to the pregnancy and eventual birth of Solomon immediately after the child's death raises question marks about how genuine his penance was and therefore how real his faith was
- Some question how real David's faith was using other examples;  
His motives for bringing the Ark of the Covenant back to Jerusalem  
His motives for establishing a royal priesthood with links to the old priestly order

On the other hand there is evidence in the confrontation between Nathan and David, that David's religious faith in God was far from weak:

- His reaction of anger at the behaviour of the rich man in the parable may reveal a sense of injustice and perhaps is a sign of religious faith in God
- David confessed his sins which suggests sorrow and therefore a measure of belief in God
- The account records that David "pleaded with Yahweh" for the child to live – evidence that his penance was genuine and so therefore was his faith
- The account records that David's officers "were afraid to tell him the child was dead" – evidence that David took his penance seriously and cared for the welfare of the child – again evidence that his faith in God was not weak



- There are many additional references that could be used to support the view that David's faith in God was far from weak, e.g.:
  - David's trust in God for success in battle
  - Bringing God back to the people by returning the Ark to Jerusalem
  - Establishing a royal priesthood to enable worship of God to take place in Jerusalem
  - Taking the advice of Nathan not to build a temple to house the Ark in
  - Would God have made a covenant with a man whose faith in Him was weak including the promise to securing his kingship for ever through dynastic succession? [15]

AVAILABLE MARKS

50

2 (a) A description of the events may include some of the following, e.g.:

- Context of Elijah's ministry: Jezebel's missionary zeal to establish the worship of Baal as the official religion in Israel and Elijah's role as the defender of Israel's faith
- Elijah's success at Mt. Carmel
- Threat to Elijah's life by Jezebel
- Elijah's decision to flee for his life
- Elijah's belief that his mission had failed and how he was sustained by an angel of God at Beersheba
- Detail, explanation and commentary on the events at Mount Horeb including;
  - God's question and instruction to Elijah
  - Elijah's experience of wind, earthquake and fire
  - God's voice is heard in the gentle breeze
  - God's question and Elijah's response
  - God's instruction to anoint Hazael, Jehu and Elisha and His word that Elijah was not the only loyal worshipper of Yahweh left [35]

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

- Demand of first commandment to worship only Yahweh
- Mission of Elijah was to defend monotheism, e.g. challenge at Mount Carmel
- Reference to the ministry of other prophets who condemned idolatry and corrupt religious practices, e.g. Amos and Hosea
- View that the worship of Yahweh went beyond ritual:
  - Elijah's attempt to establish social justice as demanded by the Mosaic Covenant – Naboth vineyard incident
- The additional themes recorded in the messages of the prophets which suggest that Israel's God was interested in more than worship, e.g:
  - Amos – Social justice
  - Hosea – The faithful love of Yahweh
  - Micah – Social Reform
  - Isaiah – The concept of sin and the holiness of God
- View that Yahweh was not a jealous God because other gods existed in name only [15]

50

Section A

50

## Section B

AVAILABLE  
MARKS

Answer **one** question

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

- Context to Amos' prophecy: Military strength, Economic boom
- Theme of social injustice including corruption and extortion
- Lifestyle of the Rich
- Theme of religious idolatry and hypocrisy
- Social and religious message of Amos
- Consequences of failure to listen to the message of Amos – Judgement as seen in the Visions and in Amos' teaching on the "Day of the Lord"
- Theme of Hope as seen in the Remnant

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

- An open ended response citing relevant contemporary and/or historical examples
- Moral irresponsibility of governments in developing nations leading to millions living in absolute poverty – examples  
Percentage of government expenditure spent on arms  
Lack of accountability due to lack of democracy  
Question over willingness of governments to respond to social need
- Culture of moral irresponsibility in the developed world with the emphasis on money, power and property sometimes achieved at the expense of others through exploitation and greed
- Extent to which the culture of materialism and secularism contribute to the neglect of social need and social reform
- Reference to people and groups who fulfil their moral responsibility to others; e.g.: Trocaire, Christian Aid, The St. Vincent de Paul, Oxfam
- Moral irresponsibility of developed nations to the developed world with policies that contribute directly absolute poverty; examples  
Percentage of G.N.P given as Aid to developing nations  
Unfair trading structures  
Third World debt
- Question of moral irresponsibility of financial institutions which have contributed to a "credit crunch" where millions especially the poor have suffered; e.g.:
  - Collapse of the world banking system
  - The property boom and subsequent collapse
  - Change in trading conditions and the subsequent rise in unemployment in finance/business, manufacturing and on the high street

[15]

50

4 (a) An account of Micah's teaching on the theme of judgement may include some of the following, e.g.:

- Political and personal background to the prophet's ministry
- Extent of social injustice
- Condemnation of the wealthy landlords
- Micah's view that the cities were a symbol of injustice and oppression against the poor
- Message of judgement against the city of Samaria
- Message of judgement against Jerusalem including how Micah symbolically demonstrated its destruction
- View of the priests that the city of God – Zion, with the temple and God's presence, would never fall
- Condemnation of the priests, judges and false prophets
- Forecast of the temple's destruction
- Demand for a true and personal religion
- Existence of moral corruption in the land, in the cities and even in the homes of people
- Prophet's demand for justice, kindness and humility [35]

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

- An open ended response citing relevant contemporary and/or historical examples
- Reference to injustice in the developing world, e.g. hunger, absolute poverty
- Reference to injustice in the developed world, e.g. relative poverty, social exclusion
- Removal of other issues equally as challenging, e.g.:
  - Global terrorism – 9/11, London, Madrid
  - Threat to the environment – Global warming
  - Wars: e.g. Iraq, Afghanistan, Middle East
  - Human rights abuses throughout the world, e.g. Zimbabwe
  - Persecution of religious minorities throughout the world, e.g. Christians in India
  - Increase in crime; e.g. knife crime, burglaries, attacks on the elderly
  - Discrimination: Racial and Religious
  - The Drug Culture: Threat to life
  - Increase in rates of suicide: Particularly among the young
  - Vandalism: Lack of respect for property
  - Sexuality: Increase in reported cases of rape. Issues of pornography, child abuse
  - Domestic abuse: Physical and emotional affecting children and adults
  - Materialism and Secularism: Decline in religious faith and religious values in the western world
- Challenges presented by institutionalised injustice
- The greater challenge of changing the hearts and minds of people [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

50

100





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## **Religious Studies**

**Assessment Unit AS 4**

*assessing*

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

**[AR141]**

**THURSDAY 17 JUNE, MORNING**

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# **MARK SCHEME**

## Part 1: Levels of Response

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

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

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

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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



## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question

**1 (a)** Knowledge and understanding of the development of church government may include, e.g.:

- Evidence from the New Testament
- The changing roles of Bishop, presbyter/elder, deacon and peripatetic evangelist/prophet
- The move from a two fold to a three fold ministry
- The emergence of the Monarchical Bishop
- The development of the doctrine of Apostolic Succession
- The rise in power of the Bishop of Rome
- Evidence from early Christian writings, e.g. Clement, Didache, Ignatius, Hermas, Justin, Irenaeus, Hippolytus, Tertullian, Cyprian

[35]

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

- Need for authoritative figure to set the norm of doctrine
  - To speak out against false teaching and on moral issues
  - To act as mediator/adviser where strife and division threatened the church
  - To provide example and encouragement in times of persecution
- Candidates may also argue that the following played an important part in the survival of the church
- Development of creeds/rules of faith
  - Canon of scripture
  - Personal faith and bravery in face of persecution

[15]

50

2 (a) An account of the conversion of the Emperor Constantine and the ways in which this impacted on the church may include, e.g.:

- The two accounts of the conversion by Eusebius and Lactantius
  - Background influences which may have led to the conversion
  - Possible reasons for the conversion
  - End of persecution
  - Restoration of church property
  - Building of new churches
  - Preferential treatment of the clergy
  - Sunday as a public holiday
  - Rise in power and importance of the bishop
  - More humanitarian civil laws
  - Involvement in church disputes, e.g. Donatists
- [35]

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

- Christianity became fashionable
  - An influx of “christianized pagans” led to a good deal of nominal Christianity
  - Beginning of state interference in church affairs
  - A blurring of the line between religion and politics
  - Linked the Christian God with victory in battle and thus Christianity with warfare on the other hand
  - Constantine’s religious policy was very beneficial to the church and helped to establish Christianity as the religion of the Western World
- [15]

**Section A**

**AVAILABLE MARKS**

50

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question

**3 (a)** A description of the nature and course of persecution in the first two centuries may include, e.g.:

- General unpopularity of the Christians
- Charges brought against them, e.g. cannibalism, incest, immoral behaviour
- Refusal to worship the Emperor – charge of disloyalty
- Sporadic nature of persecution
- Bravery of individual Christians
- The course of individual persecutions, e.g. Nero, Domitian, Trajan, Marcus Aurelius

[35]

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

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- Christian church has grown and prospered for over 2000 years
- Tertullian's claim "the blood of the martyrs is seed" is still relevant today
- The growth of Christianity is often greatest where persecution is most severe

On the other hand

- In some cases the claim may be justified, e.g. where the church encounters Islamic fundamentalism
- Other factors have also hindered the growth of the church, e.g. growing secularism of society, indifference, lowering of moral standards

[15]

50

4 (a) An account of the content and characteristics of the writings of Justin Martyr may include, e.g.:

- Apologetic nature of the writings
- Influence of Greek philosophy
- Main themes/topics of First Apology, Second Apology and Dialogue with Trypho
- Doctrine of the Logos
- Detailed descriptions of church worship
- Political, moral, philosophical and theological arguments [35]

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

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- Desire in modern secular society to understand the basic beliefs and practices of Christianity and other world religions
- Many issues raised by Justin, e.g. ignorance, prejudice, suspicion of Christianity still exist and need exploration and defence
- New issues which have arisen, e.g. tension between adherents of major world religions need to be confronted and explained to lead to greater understanding and tolerance [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**



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## **Religious Studies**

### **Assessment Unit AS 5**

*assessing*

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

**[AR151]**

**THURSDAY 17 JUNE, MORNING**

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# **MARK SCHEME**

## Part 1: Levels of Response

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

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

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



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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question

- 1 (a) An account of the religious beliefs and practices in Ireland before the arrival of Patrick could include, e.g.:
- Paganism/Druidism
  - Worship of sun, animals, birds, trees
  - Awareness of pagan festivals – Samhain, Beltaine
  - Awareness of veneration of human heads, graves, horned God, warrior God
  - Sacredness of number 3
  - Awareness of magic divination and ritual
  - Awareness of sacrifices, headhunters
  - Christianity present so sacraments, services and festivals will be present
  - Evidence of Christian heresies [35]
- (b) An exploration of the view that Palladius made a valuable contribution to Pre-Patrician Christianity may include, e.g.:
- Awareness that he historically existed
  - Impact of limited documentation
  - Identification as the First Bishop to the Christians of Ireland preceding Saint Patrick
  - Awareness that Palladius organised the Christians in Ireland
  - Strongly associated with Leinster
  - Awareness of a successful mission and building three churches
  - Evangelised and fought against heresy
  - Palladius considered as a saint
  - Suggestion that he had an apostolate of long duration but was soon forgotten
  - Awareness that Patrick went to other places on the island
  - Patrick remembered for particular reasons [15]

50

2 (a) An account of the career of Columba (Colmcille) and his significance as a missionary figure could include, e.g.:

- Ordained as a priest
- Founding of monasteries in Derry and Durrow
- Devoted to prayer, study and work
- Exile from Celtic Ireland after 17 years
- Foundation of monastery in Iona
- Evangelization among the Picts
- Political encounters
- Inspirational figure for other Peregrini
- Mediator

[35]

(b) A comment on the view that the reasons for his departure from Ireland are unclear may include, e.g.:

- Awareness of various reasons for involvement in Battle of Cul Dreimne, e.g. religious, political, personal
- Personal anger that pagan elements were still in existence
- Consequence of copying a scriptural text
- Discussions at the Synod of Teltown
- Clear reasons for departure are apparent yet a definitive rationale missing

[15]

AVAILABLE  
MARKS

50

**Section A**

**50**

**Section B**

**AVAILABLE  
MARKS**

Answer **one** question

**3 (a)** An account of the purpose and content of Patrick's "Letter to Coroticus" could include, e.g.:

- Right to protest following the treatment of his neophytes
- Call to excommunicate Coroticus
- Complaining against slavery
- Concern for captives
- Defence of himself and his mission from personal attack
- Demand for repentance
- Use of scripture to support the complaint
- Solidarity with the Irish

[35]

**(b)** A comment on the view that issues of religious authority challenge believers may include, e.g.:

- Consideration of the view in relation to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- Awareness of the need for religious authority to guide and support
- Identification of pressure to conform
- Christian church and other religious groups showing a structure of unity in diversity
- Conflicts between church and individual free will
- Issues of conflict between religion and state

[15]

50

4 (a) An explanation of the importance of the Penitentials and their impact on Celtic society could include, e.g.:

- Awareness of background to Penitentials
- Standardize penance
- Medicine for the soul
- Alternative to excommunication
- Inspiration for private penance
- Foundation for a moral theology and canon law
- Pastoral in approach
- Awareness of knowledge about monks and secular clergy
- Source that illustrates the connection between Ireland, Britain and the continent

[35]

(b) An exploration of the claim that forgiveness and punishment can not be separated may include, e.g.:

- Consideration of the claim in relation to other aspects of human experience
- An open ended response citing relevant contemporary and/or historical examples
- Scripture teaching on forgiveness and aspects of punishment
- Awareness that both are seen as essential aspects of humanity
- Awareness of the method of penance
- Issues that concern Christian Church and other religious believers. e.g. church rules
- Challenges of individual and state

[15]

**AVAILABLE  
MARKS**

50

**Section B**

**50**

**Total**

**100**





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## **Religious Studies**

**Assessment Unit AS 6**

*assessing*

Religious Ethics: Foundations, Principles and Practice

**[AR161]**

**MONDAY 21 JUNE, AFTERNOON**

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# **MARK SCHEME**

## Part 1: Levels of Response

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

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

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

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question

1 (a) A knowledge and understanding of the main features of Utilitarianism could include, e.g.:

- Possible origins in Greek philosophy, e.g. Epicurus, Hedonism
- Formulators of the doctrine, e.g. Bentham, Mill, Sedgwick (19<sup>th</sup> century)
- Key principles, e.g. all people are equal; motive is less important than consequence; the principle of utility/efficiency – the greatest happiness of the greatest number; that it is possible to measure happiness
- Features, e.g. a teleological theory; a practical and democratic approach; an atheistic ethic; the hedonic calculus; contextual character
- Possible reference to different types, e.g. Act (Bentham); Rule (Mill); Preference (Singer)
- Possible exemplification of Utilitarianism at work, e.g. in medical ethics; in sexual ethics
- Possible reference to Christian Utilitarianism [35]

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

- The problem of maximisation – what constitutes the greatest number?
- The problem of happiness – how is it to be defined?
- The problem of prima facie duties
- The problem of predicting the outcome of any action
- The problem of justice
- The problem of the end justifying the means
- The problem of applying the utilitarian ethic in an increasingly pluralistic and multicultural society
- Utilitarianism as a doctrine that is suitable for an age that is increasingly secular and godless
- Utilitarianism as a minimum commitment philosophy
- Utilitarianism as a democratic and practical approach to morality
- Utilitarianism as a flexible and simplistic approach – the operation of a single principle (the principle of utility/efficiency)
- The advent of preference utilitarianism
- Possible reference to Christian utilitarianism
- The problem of intrinsic evil
- Possible reference to other ethical theories, e.g. Natural Law [15]

50

- 2 (a) A knowledge and understanding of how Christians view suicide could include, e.g.:
- The teaching on the sacredness of human life
  - Reference to Genesis, the Fifth Commandment, Pauline teaching
  - The body as the “temple of the Holy Spirit”
  - The historical evolution of the Christian view
  - Possible reference to the views of Aquinas and Augustine
  - Denominational perspectives
  - Views on the individual and their autonomy
  - The consideration of effects on others
  - The impact of psychology on Christian views
  - Definition of suicide with possible reference to different types [35]

- (b) An exploration of the view could include, e.g.:
- Assistance in suicide as a charitable act
  - Assistance in suicide as an act of compassion
  - Suicide as a conscientious choice
  - Suicide as a tragic moral choice
  - Suicide as a contravening biblical and natural law
  - Secular and liberal views
  - The slippery slope argument
  - The pervading ‘culture of death’
  - The need to maintain professional norms and legal rules
  - Reference to change in language used, e.g. assisted dying
  - Possible reference to Voluntary Euthanasia [15]

**Section A**

50

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question

**3 (a)** A knowledge and understanding of the religious and moral teaching of the Decalogue could include, e.g.:

- A detailed consideration of the religious and moral teaching of the Ten Commandments
- Statements of the rights of God and/or of the person
- The absolutist character of the Commandments
- How religion and morality are inextricably linked – moral living is grounded in religious belief
- The community dimension of religious morality [35]

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

- Consideration of the view in relation to other aspects of human experience
- The extent to which the Commandments appear to be outdated and belonging to a different era
- The teaching as being absolutist in character
- The apparent negative thrust of the Commandments – prohibitions predominate
- The nature of the modern age as being both secular and pluralistic
- The multiplicity of moral dilemmas today, e.g. the creation of artificial life
- How the Commandments can continue to inform moral decision making
- The continued relevance of the principles of love God, love your neighbour
- The extent to which the Commandments represent the foundation of Christian morality
- Possible historical and/or contemporary examples [15]

50



4 (a) A knowledge and understanding of the religious and moral issues raised by human surrogacy could include, e.g.:

- The notion of reproductive freedom
- The principle of ownership
- The role of personal autonomy
- The notion of shared fertility
- The idea of selfless service
- Biblical precedence, e.g. Abraham and Hagar
- Childlessness as God's will
- Possible intrusion into the bonds of marriage
- Implications for the child – identity issues
- The problem of spare embryos (if IVF is used)
- The issue of commercial surrogacy
- The homosexual community and surrogacy
- Possible reference to Natural Law, Situation Ethics
- Definition of surrogacy and types

[35]

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

- Consideration of the view in relation to other aspects of human experience
- Possible reference to various developments, e.g. xenotransplantation, head transplants, the creation of artificial wombs, gene therapy
- Possible reference to other issues in bio-ethics
- Does the end justify the means dilemma
- The commodification of life
- The sanctity of Human Life teaching
- The relevance of the Hippocratic oath
- The finite nature of medical resources
- Should the undeserved be treated?
- The importance of professional norms and legal rules
- The slippery slope argument
- Possible historical and/or contemporary examples

[15]

AVAILABLE MARKS	
<b>Section B</b>	<b>50</b>
<b>Total</b>	<b>100</b>

**Section B**

50

**Total**

100



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General Certificate of Education  
2010**

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## **Religious Studies**

**Assessment Unit AS 7**

*assessing*

An Introduction to  
Philosophy of Religion

**[AR171]**

**MONDAY 21 JUNE, AFTERNOON**

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# **MARK SCHEME**

## Part 1: Levels of Response

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

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

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

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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

## **Quality of Written Communication**

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

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

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

**Section A**

**AVAILABLE  
MARKS**

Answer **one** question

**1 (a)** A description of David Hume's argument against the miracles may include, e.g.:

- Hume's definition of miracle and rejection of such definition as logically improbable
- An exploration of Hume's view that Natural Laws are not inviolable
- Hume's rejection of testimony concerning miracle as the result of ignorance, gullibility and/or psychological need
- Hume's rejection of the cultural context in which miracles are reported
- An exploration of Hume's empirical views and selected writings
- Possible counterchallenges to Hume's argument by for example Davies, Swinburne

[35]

**(b)** An exploration of the claim that miracles are happy coincidences may include, e.g.:

- Atheism's rejection of miracle as mere coincidence, invention of world religions
- Scholarly definitions of miracles offered by Hume, Swinburne, Bultmann
- Reference to Holland's train analogy
- Distinctions between strong and weak miracles
- Miracles as dependent on faith/religious belief
- Specific examples of miracles open to challenge as coincidences
- Denial of the possibility of violating Natural Law
- Alternative explanations for claimed miracles, notably biblical miracles

[15]

50



2 (a) An account of the life and writings of Thomas Merton may include, e.g.:

- A brief biography of Thomas Merton, with special reference to his mystical experiences
- His ministry as Trappist monk, priest and poet
- Reference to selected writings of Merton – The Seven Storey Mountain, The Ascent to Truth, Contemplative Prayer
- Exploration of his dialogue with Buddhist leaders – the Dalai Lama, Thich Nhat Hanh
- Discussion of the nature of Merton’s vocation and his mystical experiences
- Analysis of the imagery and symbolism contained within Merton’s poetry and writings
- Influences on Merton’s work, his studies in comparative religion [35]

(b) An exploration of the stated claim that mysticism is still both relevant and valid, may include, e.g.:

- Mysticism as offering ever valid insights into the nature of the relationship between humanity and the Divine
- The spiritual wealth contained within such experiences for the theist
- Reference to specific insights offered by named mystics
- The mystic’s role in communicating and sharing such experiences
- Reference to humanity’s continuing quest for the sacred and spiritual
- The limitations of such experiences – their transient, esoteric, profoundly personal and subjective nature
- Challenges to the veracity of all such experiences
- The extent to which mysticism can be viewed with suspicion and cause division
- Possible definition of the term ‘mysticism’ [15]

**Section A**

**AVAILABLE MARKS**

50

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question

- 3 (a) An explanation for any two of Aquinas' arguments for the existence of God may include, e.g.:
- An outlining of any **two** of Aquinas' arguments (i.e. any two of Aquinas' Five Ways or two combined arguments such as the 'Cosmological' or 'Teleological' arguments)
  - Discussion of the main features of such arguments, exploration of sub-strands within the arguments
  - Classification of the arguments as a posteriori, analytical
  - Reference to the origins of the named arguments in Greek philosophy
  - Development of these arguments by subsequent scholarship – Descartes, Plantinga, Polkinghorne, Tennant, Paley
  - Possible critique of the arguments presented [35]
- (b) With reference to other aspects of human experience, comment on the claim that atheism has liberated humankind may include, e.g.:
- An open ended possible citing relevant contemporary and/or historical examples
  - How belief in a perfect being ensures humanity is adjudged secondary, inferior, a created and unfree entity
  - Reference to the views of selected atheistic thinkers – Dawkins, Russell, Sartre, Nietzsche or schools of thought – Humanist, Utilitarian, Existentialist
  - How rejection of an illusory God will liberate humanity – humanity must become fully responsible and thus fully free
  - Exploration of the ways in which God/belief in God limits human freedoms, notably in the area of morality and sexuality
  - Specific examples of how the existence of God denies human freedom, by, for example, encouraging judgementalism, sectarianism
  - Challenges to the stated claim how belief in God offers humanity ultimate freedom and fulfilment
  - Specific examples of how atheism has liberated humanity by for example enabling humanity to shape/make themselves free from the constraints of theism
  - How atheism asserts human responsibility over moral choices and destiny [15]

50

4 (a) A description of the main features of the Augustinian theodicy may include, e.g.:

- Its roots in biblical teaching notably the Fall Narrative, the teaching of St Paul, and the gospels
- Augustine’s view of evil as just punishment for the Fall of Adam and the angels
- All humanity as being ‘seminally present in the loins of Adam’
- Natural evil as the result of the loss of order within nature due to sin
- Evil as a privation rather than a created entity
- God’s grace in offering salvation to humanity through His Son Jesus
- Development of Augustine’s theodicy by subsequent scholarship
- Possible critique of Augustine’s theodicy; logical, scientific and moral errors

[35]

(b) With reference to other aspects of human experience, an exploration of the claim that humankind must assume full responsibility for the problem of evil and suffering may include, e.g.:

- An open ended response citing relevant contemporary and/or historical examples
- An exploration of humanity’s responsibility for warfare, torture and environmental damage
- Reference to other theodices – Monism, the Freewill Defence, Process Theodicy
- Reference to specific examples of human suffering and evil – the Twin Towers attack, Asian Tsunami, the Iraq War
- An exploration of natural disasters, deaths and diseases as beyond humanity’s control and responsibility
- The distinction between moral and natural evil
- Reference to the existence of Satan and the battle between good and evil
- Exploration of the role and nature of the Divine
- The views of selected scholars including Dostoevsky, Camus
- Reference to sacred texts

[15]

AVAILABLE MARKS	
<b>Section B</b>	<b>50</b>
<b>Total</b>	<b>100</b>



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**Religious Studies**

**Assessment Unit AS 8**

*assessing*

An Introduction to the Study of Islam

**[AR181]**

**MONDAY 21 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## Part 1: Levels of Response

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

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

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

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

### **Band 5 ([29]–[35])**

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

### **Band 4 ([22]–[28])**

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

### **Band 3 ([15]–[21])**

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

### **Band 2 ([8]–[14])**

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

### **Band 1 ([0]–[7])**

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

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

### **Band 5 ([13]–[15])**

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

### **Band 4 ([10]–[12])**

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

### **Band 3 ([7]–[9])**

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

### **Band 2 ([4]–[6])**

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

### **Band 1 ([0]–[3])**

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



## **Quality of Written Communication**

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

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

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

## Section A

AVAILABLE  
MARKS

Answer **one** question

1 (a) An description could include, e.g.:

- The call of Muhammad on the 27th of Ramadan, the role of Gabriel, the beginning of the revelation of the eternal Qur'an
- Ongoing revelations for twenty-three years, memorisation by Muhammad
- Dictation to the secretaries who recorded the revelations on whatever they could find
- Storage in Hafsa's chest, partial organisation by Muhammad, his death prevented completion
- The role of the caliphs and the completion by Uthman in 652CE
- Structured in 114 surahs, surahs have names according to the central theme or opening words, surahs are arranged according to length of the surah, there are verses (ayats) [35]

(b) A comment on the claim may include, e.g.:

- Consideration of the Islamic belief that the Qur'an is only authoratative if in Arabic
- Consideration of possible difficulties for Muslims whose first language is not Arabic
- Consideration of how worship and recitation of the Qur'an may lack meaning if the language is not fully understood
- Consideration of the benefits to worshippers in having a common language, international unity, a real sense of community (ummah)
- Consideration of how Muslims see it as a priority to learn Arabic and children are sent regularly to lessons
- Muslims are able to read translations of the Qur'an privately, which could help their understanding and worship
- Consideration of the Muslim view that whether or not worship is problematic, it is the ideal and, indicates obedience and submission [15]

50

2 (a) An explanation could include, e.g.:

- Salat: the spiritual preparation required, washing, clean place, direction, alone or in the community, in the mosque on a Friday, rakah, recite the Qur'an in Arabic, led by Imam in mosque, personal devotion to Allah
- The symbolism and significance of prayer for Muslims, community aspect to prayer
- Zakat: money is from Allah, to be shared with those in need, means 'purification' of remaining money, a form of worship, influences prayer, two and a half percent to be given, those below the nisab do not pay
- The necessity of right intentions
- Submission to the Qur'an is the basis of eternal destiny, highly significant

[35]

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

- Consideration of the pillar/s which relate directly to Allah, e.g. declaring faith in Allah in the Shahadah, Salat which is prayer to Allah, Sawm which is worshipping Allah through fasting, and Hajj which is a pilgrimage which results in sins being forgiven by Allah
- Consideration of the pillar which relates directly to the community which is Zakat
- Consideration of the emphasis within Islam on community (ummah)
- Consideration of how Zakat is also a form of worship to Allah even though the community benefits
- Consideration of the validity of the term 'equally', and whether such a distinction is fair
- Islam means submission and every aspect of the faith is included in this
- The idea of reward for fulfilling Islamic duties, the weighing of deeds in the afterlife

[15]

50

**Section A**

**50**

AVAILABLE  
MARKS

## Section B

AVAILABLE  
MARKS

Answer **one** question

3 (a) An explanation could include, e.g.:

- Features: minaret, domed roof, washing area, clear floor, mihrab, qibla wall, minbar, decoration with Arabic calligraphy
- Significance for worship: call to worship, symbolism of washing, daily prayer, direction of Mecca, communal prayer on Friday, khutbah (sermons) from Imam, features facilitate worship, place of women
- Significance for personal and collective worship
- The significance of correct motives when performing religious rituals
- Worship can be performed anywhere
- Consideration of the role of an Imam in leading worship, reciting the Qur'an, keeping the prayer movements in order, preaching the khutbahs
- Consideration of how 'essential' Imams are, not all communities have one, anyone can act as an Imam, personal responsibility before Allah
- Defining 'mosque', a place to prostrate oneself [35]

(b) A comment on the claim may include, e.g.:

- Consideration of other aspects of human experience in relation to the role and value of religious leaders
- An open ended response citing relevant contemporary and/or historical examples
- A consideration of the changing nature of society, secularisation, perceptions of religious leaders within and outside the religious community
- Consideration of how important religious leaders are: in providing vision and direction for the community, for encouraging spiritual devotion and growth, in providing support in times of crisis
- Consideration of the conflict and division that can arise from leadership, interpretation and application of religious texts, problems related to religious structures or authority
- Consideration of how involved leaders should be in community life, education, social issues, politics
- Consideration of personal responsibility for spiritual life [15]

50

4 (a) An account could include, e.g.:

- Muhammad’s childhood, experiences of loss, exposure to tribal and business life
- Marriage to Khadijah, children
- Muhammad’s dissatisfaction with Meccan life, his habit of prayer, call experience on ‘the Night of Power’, his reaction
- Early preaching in Mecca, converts, persecution, preaching at fairs
- The Hijra in 622CE [35]

(b) An exploration could include, e.g.:

- Consideration of other aspects of human experience in relation to the significance of call experiences for believers
- An open ended response citing relevant contemporary and/or historical examples
- A consideration of the variety of call experiences, evidence drawn from case studies
- A consideration of the impact of call experiences on the individual, life’s direction, motivation, morality
- The reassurance of a call experience when difficult times arise
- Consideration of how a call can be rejected or diminished
- The challenges to religious experience, subjective, irrational [15]

**Section B**

**Total**

**AVAILABLE MARKS**

50

**50**

**100**





