



Rewarding Learning

**ADVANCED
General Certificate of Education
2022 RESERVE SERIES**

Religious Studies

Assessment Unit A2 2

assessing

**Themes in Selected Letters
of St. Paul**

[ARE21]

WEDNESDAY 22 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

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

Other Aspects of Human Experience at AS Level

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked. • Demonstrates comprehensive understanding and knowledge. • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, examples and scholarship. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good response to the question asked. • Demonstrates a high degree of understanding and almost totally accurate knowledge. • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, examples and scholarship. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good response to the question asked. • Demonstrates a reasonable degree of understanding and mainly accurate knowledge. • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, examples and scholarship. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited response to the question asked. • Demonstrates limited knowledge and understanding. • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of evidence, examples and scholarship. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic response to the question asked. • Demonstrates minimal knowledge and understanding. • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • Little, if any, use of evidence, examples and scholarship. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

Section A

AVAILABLE
MARKS

Answer **two** questions from this section

1 (a) Analyse the theme of Christian freedom in Paul's Letter to the Galatians.

Answers may include:

- Influence of the Judaisers on the Galatians; yeast in the dough; judgement of God on troublemakers.
- The proper use of freedom.
- Christ's crucifixion sets Galatians free from the Law; not abolished; ethical demands still relevant.
- Freedom from the Law is not a license to live as you please, e.g. gratifying sinful desires.
- Freedom not to sin is the effect of God's grace.
- The power of the Holy Spirit helps them live a life of service; develop a Christ-like character; living as a new creation.
- Good conduct is the fruit of the Spirit; conduct directed by the Spirit.
- Wrong conduct is the work of the flesh.
- Spiritual freedom results in gentleness and helping each other.
- The purpose of the Law summed up in loving your neighbour as yourself.
- The new law is the law of Christ; bearing each other's burdens.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) Critically assess the claim that the moral teaching in Galatians and 1 Corinthians was sufficient for the early Church but not for Christians today.

Answers may include:

- Evidence should be drawn from 1 Corinthians and Galatians.
- Consideration of topics dealt with which may be helpful to Christians today.
- Attitudes to sexuality.
- Attitudes to marriage and divorce.
- The necessity of love.
- Reliance on the Holy Spirit.
- Freedom to live by the power of the Holy Spirit
- Works of the Spirit and works of the flesh.
- Consideration of how Paul's teaching on the behaviour of women in the Church is insufficient today.
- Consideration of the pastoral care of women, e.g. veiling is still relevant today.
- Consideration of the extent of the relevance of Paul's teaching due to the ancient nature of the texts.
- Changes in society and attitudes.
- Topics which may no longer be relevant, e.g. food offered to idols, circumcision.
- Paul's expectation of the parousia.
- The high demands made by Paul of the moral behaviour of the Christian.
- Consideration of Paul's need for unity of belief and practice.
- How Paul's moral teaching has to be understood within the culture of his time.
- How Paul's moral teaching influenced Situation Ethics.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

- 2 (a) "Paul sought to comfort and encourage the Corinthian Christians."
With reference to the text of 1 Corinthians, present a case for this statement.

Answers may include:

- Response to letters and submissions.
- Significance of the fact that the Corinthian community was in its infancy.
- Paul's role as pastor and teacher.
- Paul's personal investment and concern for the churches.
- Paul deals with many other issues but may be offering comfort and encouragement rather than correcting.
- Paul's interest in the spread of the gospel.
- Paul's interest in maintaining correct theology.
- Paul's interest in maintaining moral living.
- Paul's interest in appropriate worship.
- Paul's interest in church unity.
- The extent to which comfort and encouragement was Paul's only interest.
- Awareness of the pastoral and theological nature of his writing.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE
MARKS

(b) “Paul’s concern for unity was threatened by the theological confusion he had to deal with.”

With reference to the Letters studied, critically evaluate this view.

Answers may include:

- Society in each community was varied; different spiritual, cultural and intellectual backgrounds.
- Young churches with a variety of influences, e.g. Pagans, Judaisers, Libertines, Greek Philosophy.
- Paul wanted to maintain a unity of belief and practice in the churches he founded.
- Paul’s concern to establish his personal authority, e.g. Judaisers in Galatians.
- Paul’s concern to maintain unity of Gospel message, e.g. Factions in Corinth.
- Paul’s concern for the poor, e.g. Lord’s Supper in Corinth.
- Consideration of dealing with theological confusion, e.g. Purpose of the Law in Galatians; Wisdom; Unity in worship in 1 Cor.
- Assimilation of culture in Ephesians, e.g. living the Christian life.
- Ephesians 2; incorporating Gentiles in Ephesian church; removal of the barrier of circumcision and the Law; fellow citizens of God’s people.
- Ephesians 4–5; maintaining unity by personal behaviour, living in peace with one another, avoiding sinful behaviour, living as children of light.
- Ephesians 5 – attitudes to relationships between husbands and wives; children and parents; slaves and masters.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

3 (a) Outline the main themes of Paul's teaching on Christian living in his Letter to the Ephesians.

AVAILABLE
MARKS

Answers may include:

- Consideration of Ephesians 4:17–5:20 and 5:21–6:4.
- Instruction to not live as Gentiles do, in futility, darkness, separated from God, in ignorance, with hardened hearts, insensitive, indulging in sensuality, impurity and lust.
- Reminder of how they came to Christ, put off the old self, be made new in their attitudes and minds, put on the new self, righteousness and holiness.
- Speak truthfully; members of one body; manage anger, do not sin due to anger, do not let sun go down on anger.
- Do not steal, work with own hands, share with needy; no unwholesome talk; no obscenity, foolish talk, coarse joking.
- Do not grieve the Holy Spirit, get rid of bitterness, rage, anger, brawling, slander.
- Be kind, compassionate and forgiving; be imitators of God, live a life of love, as Christ, a fragrant offering.
- Live as children of light, pleasing the Lord.
- Be careful and wise and make the most of opportunities; don't be drunk but full of the Spirit.
- Sing to one another and to God.
- Submit to one another: wives to husbands, as church to Christ, husbands love wives as their own bodies, children to parents, fathers raise children in the Lord and do not exasperate them.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically evaluate the view that the Letter to the Ephesians was relevant in the early Church, whereas it is less relevant today.

Answers may include:

- An ancient text which should be read in context.
- Paul's language is too dramatic: darkness and light, good, evil.
- Modern context is so different that it does not apply.
- The status of women has changed dramatically, submission is not acceptable.
- Personal relationships have developed and attitudes have changed, e.g. divorce, living together, same sex relationships.
- Slavery abolished in much of the world.
- Consideration of aspects which were and are relevant: self-control, immorality, controlling tongue and communication, attitudes to alcohol, attitudes to relationships at home and in the workplace, modern slavery and sex slaves.
- Word of God, timeless in terms of relevance, presents ideals.
- How Paul's advice has to be understood within the context of its time.
- How Paul's teaching can be seen to be counter-cultural.
- Paul as encouraging and energizing Christians in their faith, the continued relevance of this for today.
- Paul's teaching as radical and forward thinking, e.g. the elevation of the marital bond and the reinforcement of unselfish love; the continued relevance of this for today.

Accept valid alternatives

Mark in levels

(AO2)

[30]

Section A

**AVAILABLE
MARKS**

50

100

Synoptic Bands
Total Marks: [20]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent attempt at analysis with a full and highly informed response to the question. • Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good attempt at analysis with a well informed response to the question. • Demonstrates a high degree of understanding and almost totally accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good attempt at analysis with a reasonably well informed response to the question. • Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited attempt at analysis with a limited response to the question. • Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic attempt at analysis with a basic response to the question. • Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

Candidates must refer to at least one other unit of study in their AO1 response to access Bands 4–5.

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis in relation to other aspects of human experience. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis in relation to other aspects of human experience. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis in relation to other aspects of human experience. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis which struggles to relate to other aspects of human experience. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis which fails to relate to other aspects of human experience. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Section B

AVAILABLE
MARKS

Synoptic Assessment

Theme: Controversy, Division and Reconciliation

You **must** answer this question

- 4 (a) "Religion has always been effective in resolving conflict."
With reference to **one** example, present a case for this statement. You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- The inevitability of religious conflict, the need to accept it and handle it in the most positive way possible.
- Religion as a cause of conflict.
- The extent to which religious conflict can have a negative impact on those outside religious communities, e.g. same-sex marriage debate.
- How religion can seem to be more concerned with 'issues' than 'people', e.g. rule keeping, access to sacraments.
- How religious communities can seem to be out of touch with current thinking, scientific and technological advances and seem dated, e.g. issues around fertility treatment, social media.
- How moral debates can appear to be judgmental or exclusive to those outside the faith community, e.g. people in second unions.
- How the interpretation and application of scriptures, competing truth claims, new challenges, how sacred texts can be used and abused, e.g. Leviticus.
- The role of religious people in resolving conflict, e.g. Fr Alec Reid and Rev Harold Good in N Ireland conflict; Dalai Lama.
- The impact of conflict on individuals, leaders, or communities, historical or contemporary, e.g. Dutch Reformed Church.
- How religious conflict may not make faith unappealing as it is inevitable that people will disagree over religious ideas.

Accept valid alternatives

Mark in levels

Candidates must refer to one other area of study to access Bands 4–5

(AO1)

[20]

- (b)** “True religion must be about forgiveness and reconciliation.”
To what extent is this claim true? You must refer to other aspects of human experience in your answer.

Answers may include:

- Consideration of the truth of this statement.
- Explanation of the terms reconciliation and forgiveness.
- Explicit evidence of how reconciliation and forgiveness are seen as the mark of true religion in scripture or religious texts, e.g. Sermon on the Mount.
- Consideration of the centrality of reconciliation and forgiveness in Christian traditions, e.g. the Sacrament of Reconciliation.
- Consideration of how scripture and religious texts foster reconciliation and forgiveness.
- Consideration of how scripture or religious texts can bring about division.
- Identifying examples of reconciliation and forgiveness that have stemmed from religious belief, e.g. Desmond Tutu’s truth and reconciliation process in South Africa.
- Historical or contemporary examples of reconciliation and forgiveness characterizing the Christian mission, e.g. Corrymeela, Martin Luther King, St Francis of Assisi, Ecumenical Movement, Pope Francis.
- Historical or contemporary examples of reconciliation in other faith traditions, e.g. Holocaust Reconciliation Project, Compassionate Listening Project.
- Consideration of how reconciliation and forgiveness impacts the lives of religious believers, e.g. Richard Moore, Gordon Wilson.
- Consideration of the impact of reconciliation and forgiveness on religious practice, e.g. worship, authority, equality.
- True religion as being synonymous with the pursuit of justice.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2)

[30]

50

Section B

50

Total

150

**AVAILABLE
MARKS**