

New  
Specification



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2018**

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**Religious Studies**  
**Assessment Unit A2 1**  
*assessing*  
Themes in the Synoptic Gospels  
**[ARE11]**  
**TUESDAY 5 JUNE, MORNING**

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**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.

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

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

**Section A**

**AVAILABLE  
MARKS**

**1 (a)** Analyse the sources used by Luke in writing his Gospel.

Answers may include:

- Identification of the main sources used by Luke, i.e. Mark, Q, L and I
- Evidence for how Luke used Mark's Gospel including relevant textual examples
- Analysis of hypothetical source Q to explain material common to Luke and Matthew – approximately 200–250 verses not found in Mark
- Examples from Luke of suggested content of Q – primarily teaching material
- Discussion of source L – where the material came from, characteristics of the material, examples of content of L
- Analysis of suggested source for infancy and resurrection narratives
- Reference to a range of scholarship
- Analysis of Luke's use of oral tradition and secondary sources and the the issue of reliability
- Luke's redaction of Mark and his reasons for it.

Accept valid alternatives

Mark in levels  
(AO1)

[20]

- (b) Critically assess the view that Matthew and Luke's copying of Mark poses no serious problems to an understanding of the Gospels.

AVAILABLE  
MARKS

Answers may include:

- An assessment of Markan priority and how Matthew and Luke's copying of Mark is widely accepted without serious problems
- How recognition of Peter as the source behind Mark's Gospel enhances its trustworthiness and therefore makes it a sound basis for later writers
- How Matthew and Luke copy the general structure of Mark i.e. they accept Mark's time scheme for the life of Jesus hence contributing to an understanding of the key events in the life of Jesus
- Reference to the triple tradition – sometimes verbatim, sometimes slight differences highlighting individual writers particular interest
- How Matthew and Luke differ in their use of Mark's Gospel i.e. Matthew more likely to compress a story into less verses but this does not cause problems concerning reliability
- How some may see problems with Luke's significant omission of sections of Mark and how suggested reasons for this may dispel concerns
- Evidence of how Matthew and Luke improve Mark's literary style – does not cause serious problems as it does not impact on the reality of events recorded
- Discussion of the possible role of the early church in the production of the Gospels, for example, how Matthew and Luke improve the presentation of the disciples and Jesus – could cause problems about which presentation is in fact most reliable
- Reference to the fact that Matthew and Luke never disagree together against Mark
- How Luke is widely recognised as a reliable historian so his use of Mark's Gospel as a source can be trusted
- If one accepts that eyewitnesses were still alive when the Synoptic Gospels were produced, the authors could have been challenged about the reliability of their Gospels
- Possible alternative to Markan priority, for example, the sharing of a no longer extant common source by all three writers which rules out Matthew and Luke copying Mark so no serious problems arise
- Similarly, the alternative of Matthean priority as proposed by Augustine in 4th century – Matthew wrote first, and then Mark made a summary of it. Luke wrote his Gospel on the basis of both of these
- Reference to J.J. Griesbach in 18th century – also accepted Matthean priority – Luke came next and Mark used both as basis for his Gospel
- Discussion about other sources used by Matthew and Luke which contribute to their individuality, e.g. where they got this material from and how it reflects the uniqueness of Matthew and Luke highlighting their special interests and theology without contradicting Mark's Gospel
- Discussion of the Proto-Luke theory which suggests that Luke already had a first draft of his Gospel before coming into possession of a copy of Mark's Gospel so used Mark to fill in gaps in his existing proto gospel
- Reference to a range of scholarship.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

- 2 (a) 'The title Son of Man is essential to an understanding of the person and mission of Jesus'.

Examine this statement.

Answers may include:

- A consideration of how the Synoptic Gospels present Jesus as the Son of Man, e.g.:
  - the person and mission of the earthly Son of Man – who has authority to forgive sins (Mk 2v10/Matt 9v6/Luke 5v24); who is Lord of the Sabbath (Mk 2v27/Matt 12v8/Luke 6v5); who has come eating and drinking (Matt 11v19/Luke 7v34); who has nowhere to lay his head (Matt 8v20/Luke 9v58); a word spoken against whom will be forgiven (Matt 12v32/Luke 12v10); who sows the good seed (Matt 13v37); on whose account persecution will come (Luke 6v22); who has come to seek and save the lost Luke (19v10)
  - the person and mission of the suffering Son of Man – Jesus' predictions about the necessity and certainty of his suffering and death (Mk 8v31, 9v12/Luke 9v22, Matt 17v12) at the hands of the chief priests (Mk 10v33/Matt 20v18/Luke 18v31); the Son of Man goes as it is written (Mk 14v21/Matt 26v24/Luke 22v22), Jesus' predictions about his resurrection (Mk 9v9/Matt 17v9, Mk 10v33/ Matt 20v18/Luke 18v31)
  - the future mission of the Son of Man in eschatological glory – coming with clouds and great glory (Mk 14v26/Matt 24v30/Luke 21v27); sitting at the right hand of power (Mk 14v62/Matt 26v64/ Luke 22v69); coming at an hour you do not expect it (Luke 12v40/ Matt 24v44); the days of the Son of Man (Luke 17v26/Matt 24v37); sitting on his glorious throne (Matt 19v28)
- The contribution of selected passages to an understanding of the person and mission of Jesus – his humanity, his role in suffering and death, his future role in relation to the parousia
- Reference to scholarly views on a range of passages
- Analysis of how the title Son of Man relates to Jesus' Messiahship
- Evidence of Jesus' preferred use of the title – used by Jesus over sixty-five times
- Suggested explanations for this self designation
- Comment on the fact that the title is never used by anyone else about Jesus
- Meaning and historical development of the title with reference to Old Testament, e.g. Daniel's vision of one like a Son of Man (chapter 7), and Inter Testamental literature
- Biblical references are not exhaustive.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically evaluate the claim that the ethics of Jesus are only relevant to the lives of Christians.

AVAILABLE  
MARKS

Answers may include:

- Evidence that much of Jesus' teaching in the Gospels is addressed specifically to those who were disciples – not for all who were present
- Reference to the continuing significance of Jesus' teaching for those who claim to be his followers
- The argument that since the ethics of Jesus are so demanding, only those who are his followers have the capacity to live according to them with the help of the indwelling Holy Spirit
- A discussion of the necessity of Christians putting faith into practice – imitating Jesus both in word and deed, e.g. how Jesus' ethics regarding the poor are relevant to Christians, i.e. through the work of Christian missions and charities, e.g. Tearfund, Christian Aid, Trocaire, SVP, Salvation Army
- A discussion about how a Christian's ethical living is an outworking of their faith, i.e. ethics of the Kingdom of God, whereas for some others ethical living might be an attempt to satisfy God
- An evaluation of how much of the content of Jesus' ethics is not unique to him and so, is not only relevant to Christians
- An evaluation of how Jesus' ethics overlap with teachings of other religions, e.g. the Golden Rule found in all major religions
- Ethics in relation to the poor also found in other religions, e.g. Zakat in Islam, so relevant to people of those faiths also
- Evidence of how non-Christians have admired the ethics of Jesus and acknowledged the benefits of living according to them, e.g. Ghandi, Lenin
- People of no faith may unknowingly live according to the ethics of Jesus, e.g. a humanist might demonstrate many of the ethics of Jesus because he/she believes it, the anonymous Christian
- Important to be charitable and compassionate – some might argue that God has placed that desire within humans
- Possible discussion of how some of the ethics of Jesus may be no longer relevant.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Discuss what is distinctive about Matthew's account of the resurrection.

AVAILABLE  
MARKS

Answers may include:

- Reference to Matthew's distinctive features, e.g. the earthquake, the effect it had on the guards, their subsequent report to the chief priests and the bribery
- The message of the angel that the resurrection was the fulfilment of Jesus' prediction (cf. Mt16v21)
- The significance of the women as first witnesses to the resurrection and their encounter with the risen Jesus – a possible reward for their devotion in contrast to the male disciples
- The significance of the women worshipping Jesus
- The commissioning of the women by Jesus to tell his 'brothers' to go to Galilee where they would see him
- The role of women as obedient messengers to the disciples
- The explanation put together by the authorities to explain the disappearance of Jesus' body
- Possible comparison with the other Synoptic accounts – reference to differences
- Reference to a range of scholarship.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) 'Belief in the resurrection of Jesus is an essential part of the faith of the Christian in any generation.'

Critically evaluate this statement.

Answers may include:

- An evaluation of how belief in the resurrection radically transformed the first disciples
- The importance of the resurrection as the focus of the preaching of the early church, e.g. Peter on the Day of Pentecost (Acts 2v24–32) and throughout Acts
- The emphasis placed by Paul on essential belief in the resurrection, e.g. 1 Corinthians 15v14–19 – 'if Christ has not been raised, our preaching is useless and so is your faith ... we are to be pitied more than all men.'
- The importance of faith in the resurrection because of its connection to Jesus' saving work on the cross – if Jesus has not been raised, Christians through all generations have been worshipping a dead 'Saviour'
- Discussion of the link between the resurrection and the religious believers' individual hope of eternal life in heaven
- The emphasis on the resurrection in Creeds and Rules of Faith of the Early Church
- The views of some religious believers that the resurrection goes against the laws of nature therefore cannot be accepted without question, e.g. Bishop Jenkins
- The resurrection as the key to Christ's identity according to Pannenberg who defended its historicity, stressing the experience of the risen Christ in the history of the early Church rather than the empty tomb
- Reference to a range of scholars such as Schillebeckx, Rahner, Kung
- The role of modern day apologists in defending the reality of the resurrection
- Attempts at explaining the resurrection in other ways, e.g. resuscitation, body stolen by followers who started rumours about a resurrection, the women went to the wrong tomb as they were confused in their grief
- Rejection of the resurrection by other world faiths
- The challenge by some scholars regarding the reliability of the gospel accounts – suggestion that the resurrection is a creation of the early church and not historically accurate therefore it is not essential to believe in it
- To follow the teaching and example of Jesus is more essential to the faith of the Christians, e.g. the Golden Rule, teaching about love for neighbour, teaching about care for the poor, teaching about forgiving others. Belief in the resurrection is a secondary, even an unnecessary part of the faith.

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"> <li>• An excellent attempt at analysis with a full and highly informed response to the question.</li> <li>• Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A sophisticated answer with a clear and coherent structure.</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar.</li> </ul>	[17]–[20]
4	<ul style="list-style-type: none"> <li>• A very good attempt at analysis with a well informed response to the question.</li> <li>• 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.</li> <li>• A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A mature answer with a mainly clear and coherent structure.</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar.</li> </ul>	[13]–[16]
3	<ul style="list-style-type: none"> <li>• A good attempt at analysis with a reasonably well informed response to the question.</li> <li>• Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A reasonably mature answer with some evidence of structure and coherence.</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	[9]–[12]
2	<ul style="list-style-type: none"> <li>• A limited attempt at analysis with a limited response to the question.</li> <li>• Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A limited answer with limited evidence of structure and coherence.</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar.</li> </ul>	[5]–[8]
1	<ul style="list-style-type: none"> <li>• A basic attempt at analysis with a basic response to the question.</li> <li>• Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A basic answer with basic structure and coherence.</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar.</li> </ul>	[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"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis in relation to other aspects of human experience.</li> <li>• An excellent attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• An excellent attempt at providing personal insight and independent thought.</li> <li>• A sophisticated answer with a clear and coherent structure.</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar.</li> </ul>	[25]–[30]
4	<ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis in relation to other aspects of human experience.</li> <li>• A very good attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• A very good attempt at providing personal insight and independent thought.</li> <li>• A mature answer with a mainly clear and coherent structure.</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar.</li> </ul>	[19]–[24]
3	<ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis in relation to other aspects of human experience.</li> <li>• A good attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• A good attempt at providing personal insight and independent thought.</li> <li>• A reasonably mature answer with some evidence of structure and coherence.</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	[13]–[18]
2	<ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis which struggles to relate to other aspects of human experience.</li> <li>• A limited attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• A limited attempt at providing personal insight and independent thought.</li> <li>• A limited answer with limited evidence of structure and coherence.</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar.</li> </ul>	[7]–[12]
1	<ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis which fails to relate to other aspects of human experience.</li> <li>• A basic attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• A basic attempt at providing personal insight and independent thought.</li> <li>• A basic answer with basic structure and coherence.</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar.</li> </ul>	[1]–[6]

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

## Section B

AVAILABLE  
MARKS

- 4 (a) 'The interpretation of religious texts is no easy matter.' With reference to **one** example, discuss this statement. You must support your answer with reference to at least one other unit of study.

Answers may include:

- Discussion about interpreting religious texts, i.e. hermeneutics/exegesis
- Reference to the variety of ways in which religious texts may be interpreted, i.e. literally, symbolically, morally, allegorically
- Different interpretations may lead to conflicting understandings of texts hence the debate about which is correct
- The issue of a modern day reader interpreting ancient religious texts without an understanding of the original context – both immediate and within the wider setting of the overall text
- The possibility of interpreting a religious text to support one's already existing views
- Discussion in relation to how contemporary society may reinterpret the religious text to make it more acceptable/amenable to the modern reader
- Problems regarding the relevance of ancient texts for the modern reader, e.g. ancient texts may have permitted slavery but greater concern today with human rights
- Reference to how interpretation of the same text may change over the course of time and possible reasons for this
- Historical and/or contemporary examples of differing interpretations of religious text within the same religion and how this led to declarations of heresy and/or schism within the religion
- Reference to a range of scholarship.

Accept valid alternatives

Mark in levels

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

(AO1)

[20]

- (b) Critically assess the view that religious leaders are no longer relevant to the important decisions and choices of society. You must refer to other aspects of human experience in your answer.

Answers may include:

- Examples of leaders of faith both historical and/or contemporary who can be used to positively or negatively support this view from other aspects of human experience
- The influence of religious leaders in relation to the public square
- Differing views in society about religious leaders, e.g. divine servants, self-righteous men, irrelevant preachers – and how such views influence society’s reaction to them and their contribution
- The role of religious leaders in issues of morality, e.g. Asher’s bakery and the role of various religious leaders in supporting them
- The role of Christian organisations such as the Christian Institute and the Iona Institute in making pronouncements about current affairs and supporting Christians who take a particular stand on moral issues
- Debate about the role of Bishops in the House of Lords
- Examples of how secular/societal laws have been shaped by religious leaders, e.g. Martin Luther King and the civil rights movement, Oscar Romero and liberation theology
- The contribution and pronouncements of religious leaders in relation to government, e.g. Cardinal Vincent Nichols on government welfare cuts
- The role of religious leaders in making pronouncements on various issues, e.g. Pope Francis on religious persecution, poverty and mercy, Dalai Lama on human rights and inequality
- Evidence of how religious leaders have had or continue to have positive or negative influence over members of their faith group who in turn influence choices and decisions within society, e.g. a religious leader directing members how to vote in elections
- Evidence of how the contribution of religious leaders has steadily decreased in some places due to the rising trend towards secularism
- Examples of how the contribution of religious leaders in general has been undermined due to the negative actions of a minority of their contemporaries
- Reference to the role of religious leaders in a range of world faiths.

Accept valid alternatives

Mark in levels

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

(AO2)

[30]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**150**