

New  
Specification



*Rewarding Learning*

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

---

**Religious Studies**  
**Assessment Unit A2 2**  
*assessing*  
Themes in Selected Letters  
of St. Paul  
**[ARE21]**

**TUESDAY 5 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.

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) 'In Galatians Paul wants to answer those who accuse him of weakening the requirements of the Law in order to win Gentile converts.'

Examine this statement.

Answers may include:

- Reference made to the quotation, providing an answer, accusations, the Law, Gentile converts.
- The arrival of Judaisers in the Galatian churches, their undermining of the message which Paul needed to correct.
- The three allegations which were being made: Paul was not an apostle and his gospel had no authority, Paul's insistence on justification by faith alone was faulty, Paul's teaching on freedom showed that he was a libertine.
- The material presented in the Letter responds to these issues.
- Paul's defence of his authority: refuting the accusations of the Judaisers that he was not an apostle.
- An outline of chapters 1 and 2, Paul's frustration with the Galatians, his call, Arabia and Damascus, acceptance in Jerusalem, his challenge of Peter.
- Paul's defence of the gospel.
- An outline of chapters 3 and 4, refuting the accusations of the Judaisers that his understanding of the gospel was faulty and he was a libertine, receiving the Spirit, the faith of Abraham, the curse of the law, the promise, the purpose of the law, heirs, sons and slaves.
- An outline of chapters 5 and 6, freedom in Christ, Christians are not free from ethical laws, they were free but not to gratify sinful desires, they were free not to sin, directed by Holy Spirit, love your neighbour, carry each others burdens.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) With reference to Corinthians and Galatians, critically assess the view that Paul's writings still provide important moral guidance for Christians today.'

AVAILABLE  
MARKS

Answers may include:

- Evidence should be drawn from Corinthians and Galatians.
- Consideration of topics dealt with which may be helpful to Christians today.
- Attitudes to sexuality.
- Attitudes to marriage and divorce.
- Attitudes to lawsuits.
- The necessity of love.
- Reliance on the Holy Spirit.
- 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.
- 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

2 (a) Analyse Paul's teaching to the Corinthians on the nature and use of spiritual gifts.

AVAILABLE  
MARKS

Answers may include:

- These are topics which the Corinthians had asked Paul about.
- Selection of relevant material from chapters 12–14, and scholarly discussion of it.
- Comments which directly target the question in relation to focusing on the nature and use of spiritual gifts.
- The variety of gifts of the Spirit, God is the source of all gifts, the purpose of the gifts was to bless the church.
- The analogy of the body, the church has many parts or gifts which need to be used in cooperation.
- Encouragement to seek the higher gifts, the nature of Christian love.
- The behaviour of the Corinthians in relation to prophesy and tongues.
- Paul's teaching on prophesy and tongues, prophesy is preferable, edifies the church, tongues and interpretation, sign for unbelievers.
- The behaviour of the Corinthians in relation to spiritual gifts, chaotic and disorderly.
- Paul's teaching on tongues, two or three should speak in tongues, an interpretation should be given or be silent, two or three prophecies should be given, weigh their words, women should be silent, ask at home, orderly.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) 'Paul's only interest in his writings was to correct the Christian communities, treating them as though they were disobedient children.'

AVAILABLE  
MARKS

With reference to the letters you have studied, critically assess this claim.

Answers may include:

- Reference should be made to at least two of the Letters studied.
- Consideration of times when Paul uses strong language or is highly corrective to the churches which he is writing to, e.g. 'infants in Christ', 'you foolish Galatians', 'to warn you as my dear children', 'in Christ Jesus I became your father'.
- Consideration of the significance of the fact that these Christian communities were in their infancy and Paul's parental role.
- Consideration of Paul's personal investment and concern for the churches, like a parent.
- Paul deals with many other issues but may be offering guidance rather than correcting.
- Consideration of Paul's interest in the spread of the gospel.
- Consideration of Paul's interest in maintaining correct theology.
- Consideration of Paul's interest in maintaining moral living.
- Consideration of Paul's interest in appropriate worship.
- Consideration of Paul's interest in church unity.
- Consideration of Paul's desire to support and encourage the Christian communities.
- Consideration of the extent to which it was Paul's only interest.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Explain Paul's teaching on Christian living as found in 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, devil's foothold.
- Do not steal, work with own hands, share with needy.
- Do not let unwholesome talk come from your mouths, rather build up, 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.
- Once in darkness, now in light, live as children of light, pleasing the Lord, the light exposes and makes visible.
- 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 assess the view that Paul’s advice to the Ephesians was relevant for its time, but is irrelevant now.

Answers may include:

- An ancient text which needs updated.
- 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, 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.

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)** Discuss **one** reason why religious controversy is inevitable. You must support your answer with reference to at least one other unit of study.

Answers may include:

- Consideration of ‘inevitable’.
- Consideration of how religions make truth claims which will vary.
- Identifying sources of religious controversy.
- Consideration of the role of people in creating or resolving controversy.
- Consideration of conflicting ideas or theological outlooks which have created controversy.
- Consideration of major points of conflict coming from key events.
- Consideration of disputes over authority and leadership.
- Consideration of conflict due to religious and political leadership.
- Consideration of the impact of such disputes.

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)** ‘Religious morality seems outdated, whereas secular morality is much more progressive.’ Critically evaluate this view. You must refer to other aspects of human experience in your answer.

Answers may include:

- Material should be drawn from other aspects of human experience.
- Consideration of the extent to which there could be conflict between religious and secular morality.
- Consideration of why religious morality may seem to be outdated, based on a religious text, the ancient nature of the text, literal interpretation, seems inflexible or intolerant.
- Consideration of the role of religious leadership.
- Consideration of why secular morality may seem more progressive, more liberal, more tolerant, more individualistic.
- Consideration of the extent to which there could be conflict between religious and secular morality.
- Consideration of examples when there is agreement between religious and secular morality, differences may be exaggerated at times.
- Consideration of the possibility of religious and political views being aligned.
- Consideration of the extent to which conflict should be ‘expected’, a negative perspective.

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**

50

**50**

**150**