



Rewarding Learning

**ADVANCED
General Certificate of Education
2019**

Religious Studies

Assessment Unit A2 3

assessing

Themes in the Old Testament

[ARE31]

TUESDAY 4 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"> • 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 in this section

1 (a) Clarify Hosea’s understanding of the “struggle within the heart of God.”

Answers may include:

- reference to the text of Hosea 11:1–11
- the contrast and pain of a loving father who has been rejected by his rebellious son
- references to God looking back to when Israel was young and in need of tender care and guidance as a backdrop for Israel’s rejection of God
- specific examples of how Israel has rejected God’s loving care including sacrificing to Baal and burning incense to images
- evidence of God’s continued faithfulness in the face of apostasy, e.g. lifting the yoke from their neck
- reference to the struggling heart of the father who does not give up on the son, even though the son has given up on the father
- evidence of God’s provision of food in the desert even though Israel grumbled against God
- reference to a coming punishment for Israel which God is loathed to bring including references to returning to captivity in Egypt and Assyria
- reference to the rhetorical questions in Hosea 11:8–9 which show that God does not desire to punish Israel in a cold and heartless way
- reference to the repeated use of the phrase, “how can I...?” as evidence of how God struggles with his decision and laments the need to punish his people so severely
- reference to God’s decision to turn away from his anger despite the rebellion of Israel for so long which is evidence of God’s struggle (Hosea 11:9)
- a discussion of God’s covenant relationship as more than just a legal or abstract concept but as the basis of an intimate relationship of commitment
- a discussion of the father/son image as a way of understanding God’s care for and need to discipline his people
- a discussion of how it is hard for humans to fully comprehend the depths and extension of God’s loving forgiveness given how Israel has rejected God so consistently
- reference to the final statement in Hosea 11:11 which sees the outcome of God’s struggle to discipline his people which results, not in their destruction but, in their restoration and return

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “The God of the Old Testament is often violent but he also shows considerable concern for the widow, orphan and foreigner.”
Critically evaluate this statement.

Answers may include:

- reference to specific commands in Exodus not to mistreated widows, orphans and foreigners which are an outworking of right treatment of others as shown in the Ten Commandments
- reference to examples of practical concern for widow, orphan and foreigner, e.g. the command to bring tithes at the end of three years so that the foreigners and widows might eat and be satisfied
- God’s references to Israel as slaves as a reminder that the oppressed must be cared for not abandoned
- reference to the practice of leaving grain and grapes in the field after harvest for those in need
- evidence of God’s inclusion of the foreigner in experiencing the blessings of God, e.g. Deut 26:11
- specific examples of God’s judgment upon those who mistreat the widow, orphan and foreigner
- God’s judgment on Israel in Jeremiah’s Sermon at the Temple which is linked to mistreatment of the vulnerable
- reference to Jeremiah’s condemnation of social injustices
- reference to God’s condemnation of the religious/political leadership which failed to look after the vulnerable in Israel, e.g. the Shepherds of Israel in Ez 34
- reference to the need for a renewed creation, in part because of Israel’s mistreatment of others and concern only for themselves
- the argument that although there are specific commands to care for orphans and widows, within the same period there was acceptance of slavery which sees the vulnerable mistreated
- a discussion of God as a warrior who annihilated his enemies including foreigners, women and children and how such a command can be understood in light of God’s compassion for the vulnerable at other times in the Old Testament
- reference to the judgment of God in Ezekiel which will come upon Israel in an indiscriminate fashion including the remnant which surely includes the destruction of the vulnerable

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

2 (a) Discuss Jeremiah's "struggles with God in his private poems."

AVAILABLE
MARKS

Answers may include:

- reference to specific examples of the message of Jeremiah as the faithful servant who proclaims a difficult message given to him by God even in the face of opposition
- Jeremiah's questioning of, and struggle with, God regarding the reasons why the wicked seem to prosper
- reference to questions regarding the need for justice for those who do such great evil that its impact can be seen in the land and on the animals
- reference to the apparent inactivity of God when evil happens
- reference to Jeremiah's lament over his birth and subsequent rejection by his people because of the message he brings
- a discussion of how Jeremiah links his sufferings with fulfilling the call of God to be a prophet
- a discussion of Jeremiah's desire to experience God's protection and provision in light of his enemies
- reference to Jeremiah's lament over his personal humiliation linked to being in stocks
- a discussion of the complaint of Jeremiah 20:7–18 and its connection to the opposition faced from Pashhur
- a discussion of Jeremiah's loneliness having experienced the rejection of his friends who are waiting for him to slip and fail
- a discussion of personal and corporate justice for those who reject the ways of God
- a discussion of the suffering Jeremiah faces in light of God's power to stop it which causes Jeremiah greater distress when the suffering does not appear to cease
- a discussion of the nature of Jeremiah's sufferings for doing the will of God and the apparent success of the wicked against the prophet and God

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “The reasons for Jeremiah’s attack on the leadership of his time are still relevant today.”

Critically assess this claim.

Answers may include:

- Jeremiah’s message challenged the status quo of the day and the reliance of Israel on the covenant to guard their place as God’s chosen people
- reference to the call of Jeremiah which points to coming destruction from the north – the boiling pot; claims to be “God’s people” does not stop judgment where evil exists which applies to any audience
- reference to the condemnation of the Temple which was prized by the people with particular reference to God’s rejection of other gods; a claim to absolute truth and exclusive worship continues to shock in a multi-cultural and multi-faith world today
- a discussion of Jeremiah’s shocking confrontation of social injustice which was regarded as the cultural norm and its implications today on social injustice, e.g. areas where the West turns a blind eye to famine, human rights abuses
- Jeremiah’s challenge to the religious and political authorities, including the King, was a shocking proclamation for the people to hear; in any age confrontation with the authorities can be difficult and costly and is rejected by many in society, e.g. the failure of the Church to challenge the Nazis
- a discussion of the New Covenant to replace the highly prized Abrahamic/Mosaic Covenant would have shocked Jeremiah’s audience; the nature of the New Covenant is still pleasantly shocking: the ability to know God, complete forgiveness of sin
- a discussion of the hope that the New Covenant brings to people today which might shock our modern world in light of so much evil, violence and pain
- a discussion of the shockingly open and blunt cries of Jeremiah to God in light of the suffering that he experiences; such discussions are shocking today where such questioning of God would be discouraged
- a discussion of the freshness of Jeremiah’s realism with God which is not experienced within institutional religion today
- reference to personal responsibility for sin and the associated judgment does not fit with a modern ‘God is love’ view which makes God’s promise of violent destruction all the more shocking
- a discussion of the counter argument: specific reference to a coming exile for Judah have less impact and shock today; Jeremiah’s message was not new but rather a call back to the ethical standards of the Mosaic Law which should not have shocked the faithful
- the calls for justice, righteousness are of no shock to people today which has seen a renewed focus on the issue of human rights, equality both from a religious and secular viewpoint

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

3 (a) “A new heart I will give you and a new spirit I will put within you.” (Ezekiel 36:26)

With reference to one example, examine the theme of “newness” in the teaching of Ezekiel.

Answers may include:

- reference to specific texts in Ezekiel including a New Heart, the Valley of Dry Bones, the New Temple and the renewed creation
- reference could be made to the judgment of Judah outlined in Ezekiel 36 as a contrast to the new heart they will receive
- reference to the reason for “newness” for the sake of God’s holy name
- “newness” will include restoration to the land and regathering from all the countries
- reference to the process of being made “new”, e.g. cleansing from impurities, removal of a heart of stone and a new heart of flesh
- the result of “newness” to include an increase in the fruit trees and crops
- a discussion of the vision of dry bones showing how new life can come from dry bones which represent death
- the need for the breath of God to give bones new life and the importance of the spirit of God for “newness”
- reference to Ezekiel’s uncertainty that dry bones could live such is the divine act of bringing new life
- the use of the sticks of wood joined as one to symbolise a new Israel, reunited under one king
- a discussion of the New Temple as a symbol of God’s future presence and blessing on a new Israel
- the importance of the return of the Spirit into the Temple which had left previously
- the importance of the altar in the Temple as evidence of a new relationship with God through his presence in the Temple once again
- a discussion of the renewed creation with reference to the symbols of the New Temple, the river, life around the river
- a discussion of “newness” as a restored relationship rather than a new relationship between God and his people

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically evaluate the view that the fall of Jerusalem was the most important event in the prophetic life of Ezekiel.

Answers may include:

- The fall of Jerusalem was central to all three major prophets: Ezekiel, Isaiah and Jeremiah
- All three understood the exile caused by the fall of Jerusalem as a key event in the life and faith of Israel: it was a major turning point
- Exploration of Ezekiel's oracles of judgment, particularly for how they focus on the fall of Jerusalem
- Reference to the symbolic acts of Ezekiel, with an analysis of how they are enacted ways of prefiguring the fall of Jerusalem
- How the impending doom of Jerusalem reduced Ezekiel to silence in a traumatized personal manifestation of the public upheaval and trauma about to happen to the city in its final days
- The significance of the impact of the fall of Jerusalem as indicated by a comparison of the fall to the death of Ezekiel's wife (Ezek. 24:16, 21, 25)
- Note that the announcement of Jerusalem's fall (Ezek. 33:21) vindicates the prophetic activity of Ezekiel and underlines the importance of his emphasis on the city
- Counter arguments can include that Ezekiel is presented as a prophet among the exiles and that this undermines that the fall of Jerusalem was the most important event for him: notwithstanding the role of Jerusalem in his thinking, his primary focus was to help exiles live away from Jerusalem
- Theologically, it may be argued that Ezekiel's discovery that God's presence could be experienced outside and away from the temple in Jerusalem was more important than the fall of Jerusalem
- Similarly, the story of the valley of dry bones suggests that new life and fresh possibility override judgment and destruction, as reflected in and symbolized by the fall of Jerusalem
- Related to this, reference could be made to the new temple in the midst of a restored creation as of greater significance in the final form of Ezekiel than the fall of Jerusalem
- Comment that while the fall of Jerusalem is of undoubted importance in structuring the book of Isaiah, the significance of the theme of newness should not be overlooked

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.

Synoptic Bands
Total Marks: [30]

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

You **must** answer this question

- 4 (a) “Religious texts play a key role in religion and society.”
Present a case for this statement. You must support your answer with reference to at least one other unit of study.

Answers may include:

- specific reference to a case for the statement
- a discussion of the story of creation and various interpretations, e.g. fundamentalist, myth and the impact of that on science and religion throughout history
- a discussion of the variety of ways religious texts have been understood in terms of homosexuality and how that has impacted the church and society’s understanding of the issue and the moral principles which have come from that
- a discussion on the nature of sin as outlined in the Fall narrative and the impact that has had on society’s understanding of human responsibility and culpability
- reference to the use of scripture, e.g. Ephesians 6:5–8 to justify slavery which was accepted by many ‘Christian’ countries until relatively recently
- the use of religious texts to justify extremism in some religious traditions, e.g. ISIS and the use of the Qur’an to validate their actions
- the role of religious texts, e.g. Isaiah 32 / Micah 4 in some sections of the community to look to a utopian view of the world and the impact that has had on the values and moral outlook held within such groupings
- the role of scripture to justify ethnic cleansing and Holy War throughout the centuries, e.g. Numbers 33:50–56
- an exploration of the exclusivist claims of religious texts to be the only true authority and the impact that has had on society over the centuries
- an exploration of Paul’s teaching, e.g. 1 Corinthians, Ephesians on the role of women and how that has shaped society’s views and practices
- a discussion on the laws of Exodus and Deuteronomy on the death penalty and the use of such texts by various Christian denominations in the USA to support or reject the use of capital punishment
- a discussion of how various groups can read and interpret different religious texts to suit their agenda and the problem of hermeneutics when such interpretations are brought to religion and society
- different interpretation of specific Christian doctrines within the Biblical texts and the use of these as the basis of different denominations within the Christian Church

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 in the modern world religious leaders continue to be an important source of moral authority. You must refer to other aspects of human experience in your answer.

Answers may include:

- a discussion of examples of religious leaders who have been at the forefront of moral issues, e.g. the work of Martin Luther King, Ghandi, William Wilberforce for equality and justice for all
- a discussion of how people look to religious leaders in times of national suffering, e.g. the message of Billy Graham after the 9/11 attacks
- the place of religious leaders in the making of the laws of the land, e.g. the Lords Spiritual who serve as the ‘moral conscience’
- a discussion of the vast amount of work done by religious charities, e.g. Christian Aid, Tearfund which is motivated by their religious beliefs and which are often applauded by society in general for the work they do
- the focus given to the messages of religious leaders, e.g. the addresses of the Pope, Archbishop of Canterbury at Christmas and New Year which are still viewed as important sources of moral authority
- reference to the Islamic religious and political leadership of the Ayatollah Ali Khamenei in Iran and the reasons why he is seen as an important source of moral and political authority
- the work of Pope Francis in revitalising the papacy for many people through his humble care for the poor which stands in contrast to many political and societal leaders who seek power and money
- recent political and social scandals including MP expenses means people are looking to other sources of moral authority including religious leaders in the absence of such leadership from secular leaders
- a discussion of the clerical abuse scandal that has rocked the church and called into question the moral leadership and judgment of the religious leaders in the Church, particularly given the apparent cover up
- a discussion of religious fundamentalism which has linked religious leaders to immoral actions including killing, hatred, e.g. ISIS, KKK
- historical evidence of injustice within the church and its failure to challenge immorality, e.g. the failure of the Church in Germany during WWII
- reference to specific issues on the refusal of some parts of the church to accept women priests/bishops, homosexuality as a basis for encouraging discrimination and, therefore, undermining the moral authority of its leaders

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**