



ADVANCED
General Certificate of Education

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

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

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

Students 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 students' responses

In marking the assessments, assessors 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 students 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 students may produce. In the event of unanticipated answers, assessors are expected to use their professional judgement to assess the validity of answers.

Positive marking

Assessors are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Assessors 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 students 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, assessors 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, assessors are expected to use their professional judgement. The following guidance is provided to assist assessors.

- **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 students. Having identified, for each assessment objective, the band in which the student has performed, the assessor should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

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

Synoptic Assessment at A2 Level

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

Students 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 students' 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, assessors should refer to the more detailed guidance provided below:

Level 1 (Basic): The student 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 student 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 student 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 student 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 student 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]

Additional Marking Guidance

Overview

- Additional Marking Guidance has been drawn up for all the AS and A2 units.
- The purpose of this Marking Guidance is to scaffold the application of the Mark Scheme for each unit by offering specific information on applying the Performance Descriptors for each of the two Assessment Objectives (AO1 and AO2).
- The Marking Guidance recognises that there are levels of response to any task and assists the process of deciding which mark within a band is to be awarded to the response.
- The approach leans on the guidance offered in the **General Marking Instructions** at the beginning of the Mark Scheme where Threshold, Intermediate and High performance levels are identified within a band.
- All assessors for GCE Religious Studies are asked to use this guidance in deciding on the appropriate mark within a band.
- Assessors are also asked to look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another.
- For most of this guidance the levels are starting at Band 3 as most of the responses normally start here.
- The description “limited” would be the defining characteristic of Band 2 answers.
- All AO2 questions are open-ended tasks with the quality of critical assessment offered determining the mark to be awarded.
- AS Section B AO2 tasks – here students must engage with other aspects of human experience to access Bands 3–5.
- A2 Synoptic Assessment AO2 – here students must engage with other aspects of human experience to access Bands 3–5 and offer real and meaningful critical assessment.
- Double Credit rule – students cannot be awarded double credit for the same material if used between AO1 and AO2 unless it is in an entirely different context.

Guide to abbreviations used

- Abbreviations are used throughout to give the Marking Guidance material a user-friendly character for assessors.
- Examples of generic abbreviations used are – B (Band), HB4 (High Band 4), MB3 (Mid Band 3), KU (Knowledge and Understanding), CA (Critical Assessment), TC (Taught Course), NTC (Non Taught Course), SA (Synoptic Assessment).

A2 2 AO1 Marking Guidance S2021

Q1a (Remember, students have only 15 minutes for their AO1)

B3 A reasonable degree of KU about the background to the Lord's Supper, with some mainly accurate information about what was happening in Corinth.

B4 A very good response in terms of specific relevant evidence and examples of Paul's teaching on the Lord's Supper, placed in the Corinthian context.

HB4 Demonstrates a high degree of understanding about Paul's core teaching about the Lord's Supper, with some discussion of what has gone wrong in Corinth.

B5 Comprehensive KU of Paul's teaching on the Lord's Supper in the Corinthian context, including a very high degree of relevant evidence, examples and scholarship about core meaning, social divisions, the contrast between what was practiced and what should have been, and warnings.

HB5 An excellent attempt, comprehensively covering KU and significant issues with a degree of sophistication, e.g., the centrality of the Lord's Supper for Christian unity.

Q2a

B3 A good response in terms of general KU about justification by faith.

HB3 A reasonable degree of mainly accurate KU about justification by faith, with some reference to justification by the law or faith.

B4 A very good range of relevant evidence and arguments about justification by faith in Galatians.

B5 A well informed response, demonstrating comprehensive KU of the historical context of Galatians, with a comprehensive explanation of the issues involved.

HB5 A very high degree of relevant evidence, examples and scholarship, with clarity about the Galatian context, why Paul argues so strongly for justification by faith and the arguments he uses.

Q3a

B3 A good response, with a reasonable degree of mainly accurate KU about the authorship of Ephesians.

B4 A very good response, with a very good range of examples and evidence related to the authorship of Ephesians.

HB4 A mature answer, with KU of the issues surrounding the authorship of Ephesians and some discussion of how these change our understanding of the letter.

B5 A very high degree of relevant evidence, examples and scholarship, including comprehensive KU of Ephesian authorship issues, with greater clarity about how these change understanding.

HB5 An excellent attempt, demonstrating comprehensive KU, with a degree of sophistication in handling the authorship question, contrasting the character of Ephesians with other Pauline texts.

Q4a (B2 – if only TC and no LINK)

B3 NTC but **no** LINK.

B4 **Meets SA AO1 requirements**, attempting to respond to the question, drawing on NTC with LINK identified.

HB4 Beginning to deal with the case for the LINK; both meaningful and developed.

B5 Degree of sophistication reflected in the language, terminology and evidence used.

HB5 Comprehensive response, with some sophistication, reflected in genuine synopticity, and maybe some degree of synthesis.

Note – *it is the LINK that makes the difference at the top end.*

AO1 B1 **Minimal** relevant KU, serious disconnect with the TC, **basic** sense of the question.

AO1 B2 **Limited** KU, **limited** range of evidence/examples, **limited** coherence, **limited** terminology and vocabulary.

A2 2 AO2 Marking Guidance S2021

B1 **Minimal** relevant CA indicating a serious disconnect from the CA skill.

B2 Modest attempt at CA: **limited** use of evidence; **limited** reasoning; **limited** evidence of structure and coherence.

B3 **Reasonable**/good attempt at CA: clearly responds to the set task, producing a **reasonably** well sustained line of enquiry, attempting to employ relevant evidence, though could be imbalanced, with some awareness of competing views, though not necessarily well developed; engagement with OAHE.

B4 **Very good** attempt at CA, indicating clear engagement with the set task, with an attempt to employ evidence and reasoning to construct an informed response, though could be stronger on one side of the debate; engagement with OAHE.

HB4 Line of enquiry relatively easy to follow, enhanced by the quality of debate offered, with an attempt to provide a range of perspectives; engagement with OAHE.

B5 **High quality** attempt to provide **well-informed** debate, reflected with clarity and coherence of a high order; engagement with OAHE.

HB5 Comprehensive response characterized by **consistently high-quality** CA, with sophistication evident.

Students must engage with other aspects of human experience in their **Synoptic Assessment AO2** response to access Bands 3–5.

The **Synoptic AO2** should be driven by real and meaningful Critical Assessment.

NB Always look for the best fit bearing in mind weakness in one area may be compensated by strength in another.

Section A

AVAILABLE
MARKS

Answer **two** questions from this section

- 1 (a) With reference to 1 Corinthians, examine Paul's teaching on the celebration of the Lord's Supper.

Answers may include:

- Discussion of Paul's teaching in 1Cor 11:17–22; largely corrective; some encouragement.
- Practice of the Lord's Supper in the Pauline Church.
- Agape/'love feast'; pooling and sharing of food and drink; Lord's Supper worship.
- Reports of divisions developing during the Lord's Supper.
- Wealthy ignoring the poor; getting drunk.
- Resulting discrimination and disorder leading to social divisions.
- Paul's response.
- Lord's Supper initiated by Jesus himself; solemn occasion.
- Discussion of Paul's citation of Jesus' words of institution at the Last Supper.
- Variety of Christian understanding of the Lord's Supper, derived from Paul.
- Paul's concern about lack of love.
- Sin against the body of Christ.
- Warning to Corinthians about judgement and illness.

Accept valid alternatives

Mark in levels
(AO1)

[20]

(b) With reference to **two** of Paul's Letters, critically evaluate the view that Paul's theology was influenced by the communities for which he wrote.

AVAILABLE
MARKS

Answers may include:

- Discussion of the roles undertaken by Paul particularly in his missionary work, pastor, theologian, disciplinarian, teacher.
- Consideration of the link between practical teaching on Christian behaviour and the implications for Christian belief; Paul as a pastoral theologian.
- Support for developing churches, e.g. Corinth, Galatia, Ephesus.
- Paul's theology in Corinth, e.g. unity in Christ influenced by divisions in Church; theological implications of union with prostitutes; meat offered to idols and believer's freedom; the primacy of love.
- Achieving and maintaining a unity of belief and practice in all foundations.
- Paul's command versus the Lord's Command, e.g. 1Cor 7.
- Correction and encouragement, e.g. issues at Corinth, Chloe's letter.
- Paul's theology in Galatians, e.g. justification by faith; the implications of seeking circumcision once already saved; teaching on freedom in Christ and life in the Spirit.
- Paul's theology in Ephesians, e.g. understanding God's plan for salvation connecting to leading a moral life.
- Paul more interested in avoiding schism or division; dealing with opponents, e.g. Judaisers
- Paul's belief in the imminence of the Parousia.
- Paul's unchanging gospel message applied to various situations to maintain a unity of belief and practice.
- How Paul's own religious background also influenced his theology, e.g. his fidelity to the Hebrew scriptures.
- How Paul's conservatism was tempered by his experiences, e.g. how Gentile contact shaped his theology.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Explain Paul's teaching on justification by faith in his Letter to the Galatians.

AVAILABLE
MARKS

Answers may include:

- The context of the letter, the theological debate.
- Justification by the Law or by faith.
- Consideration of Paul's explanation of justification from Chapters 3 and 4; any other relevant sections.
- Refuting the accusations of the Judaisers that he was abandoning the Law and that he was a libertine.
- The argument drawn from the Holy Spirit that they were accepted by God.
- The example of Abraham.
- The danger of relying on the Law.
- The purpose of the Law.
- The true descendants of Abraham; faithfulness of Jew or Gentile.
- God's dealings with the Jews; Law given to Moses as a tutor or guardian.
- True sons of Abraham; sons and slaves; Hagar and Sarah.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the claim that Paul's teaching on the Law is irrelevant for modern Christians.

AVAILABLE
MARKS

Answers may include:

- Consideration of the extent to which the ideas of the Law found in Galatians continue to divide Christians.
- Consideration of how different approaches and interpretation of Scripture could cause division, legalism and liberalism.
- Consideration of how different theological outlooks have developed in the Church.
- Consideration of how legalism may be expressed in the church today.
- Consideration of the sufficiency of 'faith alone' as found in Galatians.
- Legalism in matters of rituals or sacraments.
- Legalism in matters of lifestyle.
- Consideration of how these fundamental beliefs may bring a broad agreement, unity and inspiration to the Christian church, rather than division.
- Consideration of other areas which might cause disagreements or division within the church today, e.g. alternative understandings of religious authority.
- Different understandings of the Holy Spirit.
- Disagreement over women in leadership roles.
- Division over homosexuality and church leadership.
- The existence of scandals within the church and how they have been dealt with.
- The argument that Christ and the Church supersede the law of the old covenant, which is now redundant.
- Alternatively, the Law continues to be a valid expression of the will of God, still giving ethical content and direction for Christians.
- Other teachings of Paul that have relevance for modern Christians, e.g. love, unity, grace, power of the Holy Spirit.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

- 3 (a) “An awareness of the issues surrounding the authorship of the Letter to the Ephesians changes our understanding of this Letter.”
Discuss this statement.

Answers may include:

- Consideration of internal and external evidence for authorship.
- Paul identifies himself as author.
- Paul writing under house arrest in Rome.
- Ephesians is regarded as one of the ‘prison epistles’.
- Eph 3:1 ‘the prisoner of Christ Jesus’; ‘an ambassador in chains’ 6:19–20.
- Challenges to traditional view, e.g. Baur.
- Distinctive language and style is different from Paul’s other letters.
- Grammatical and textual ambiguities changing textual meaning.
- Impersonal tone; no reference to people in Ephesus; brief farewell.
- Theology of author differs from Paul, e.g. predestination and spiritual enlightenment.
- Author adopts some of Paul’s style.
- Divisions in modern scholarship on identity of author.
- The argument that the core message of Ephesians is the same as that of early, undisputed Paul (Ep. 2:8).
- Ephesians moves away from the imminent expectation of the parousia.
- Ephesians focuses on the establishment of the Church as an organisation/institution.
- Evidence of Pauline authorship from Irenaeus, Clement, Origen, Marcion, Muratorian Fragment.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE
MARKS

(b) Critically evaluate the view that the author of Ephesians sees the world as a negative place.

Answers may include:

- Consideration of Paul’s purpose in writing Ephesians, e.g. living in a way that reflects what God has done for them.
- Consideration of the meaning of new life in Christ compared to old life in the world, e.g. maturity of faith.
- Christian behaviour opposite to the immorality of the world, e.g. continued disunity in Christian Community.
- Consideration of Paul’s attitude to living without Christ.
- Paul’s detailed advice on how Christians should live their lives, e.g. lying, anger, stealing, unwholesome speech, general behaviour.
- Inappropriate behaviour mentioned by Paul still relevant today, e.g. sexual immorality, rage.
- The importance of prayer in strengthening oneself and others in faith and witness.
- Prayer and the spiritual battle against the world.
- Paul’s advice on how relationships at home and in the workplace are transformed.
- Spiritual warfare, e.g. spiritual battles still being fought today; being truthful; behaving appropriately; reading the Gospel; attitude of faith and hope.
- Ancient document written for its time; no relevance to the modern world.
- Paul’s families are differently ordered today.
- Many people no longer accept Church teaching on marriage.
- Paul seen as misogynistic.

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]

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

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

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

Section B

AVAILABLE
MARKS

Synoptic Assessment

Theme: Controversy, Division and Reconciliation

You **must** answer this question

- 4 (a) “Religion is often the cause of controversy and conflict.”
With reference to **one** relevant example, present a case for this statement.
You must support your answer with reference to at least one other unit of study.

Answers may include:

- Clear presentation of case for the statement.
- Identifying sources of controversy and conflict stemming from religion.
- Consideration of how scripture or religious texts can be used to support controversy and conflict.
- Consideration of how liberal and conservative approaches to religion have supported conflict or controversy, e.g. same sex marriage.
- Historical or contemporary examples of religion supporting controversy and conflict, e.g. racism in the US, sectarianism in N Ireland, the Crusades.
- Consideration of how controversy and conflict presents itself in the lives of religious believers, e.g. mixed marriages, integrated education.
- Consideration of the impact of controversy and conflict on religious practice, e.g. worship, authority, equality.
- Consideration of how religion can be a source of reconciliation and for ending conflict.

Accept valid alternatives

Mark in levels

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

(AO1)

[20]

(b) “Reconciliation is not the only mark of the true religious believer.”
 Critically assess this view. You must refer to other aspects of human experience in your answer.

Answers may include:

- Clear engagement with other aspects of human experience.
- An open-ended response citing relevant historical and/or contemporary examples.
- Reconciliation at the heart of Gospel message, e.g. John 3:17; 1 Cor. 5:18–19.
- Creation; alienation from God; Jesus the reconciler; mending relationships.
- Atonement.
- Impact on believers of teachings, e.g. teaching of Jesus in the Sermon on the Mount.
- History of confession of sins; modern practices; sacrament.
- Impact of Church-based reconciliation projects, e.g. South Africa, Corrymeela, 4 Corners Festival.
- Response of Catholic Church to scandals.
- Reconciliation doesn’t have to be church-based, e.g. EU Peace Money, ex-offenders conflict resolution programmes.
- Different levels of reconciliation – personal, local, e.g. cross-community projects in youth clubs, global; e.g. peace-keeping and peace-building.
- Historical or contemporary examples of reconciliation, e.g. Holocaust Reconciliation Project; the work of Fr. Alex Reid and Rev. Harold Good.
- The contribution of other faith traditions and/or humanism to reconciliation.
- The difficulties presented by religious hypocrisy.
- How the true religious believer is called to stand up for justice and the truth.

Accept valid alternatives

Mark in levels

Students must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[30]

50

Section B

50

Total

150

**AVAILABLE
MARKS**