



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

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**Religious Studies**

**Assessment Unit A2 4**

*assessing*

Themes in the Early Church and  
the Church Today

**[ARE41]**

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**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"> <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]

## 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 4 AO1 Marking Guidance S2021**

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

B2 An overview of the development of church government with limited reference to the Apostolic Fathers (AF).

B3 Possible broad response on the development of church government but some reasonable awareness of the contribution of AF. May be greater focus on one such as Ignatius of Antioch.

B4 Very good on the development with clear references to the AF.

HB4 Clear focus on the development from 2fold to 3fold ministry and awareness of the idea of apostolic succession found in the AF.

B5 Comprehensive and well-informed response on the contribution of the AF to the development of church government.

HB5 A highly sophisticated answer reflected in the language, terminology and evidence used, e.g. idea of monarchical episcopate and relevant use of sources.

### **Q2a**

B3 Overview of Cyprian's views on the lapsed but not fully engaging with them being controversial.

B4 Clear focus on Cyprian's views with some awareness of how they were controversial.

B5 Seen to be presenting a case for the suggestion and clearly knows how and why Cyprian's views were controversial. Reference to specific controversies, e.g. Novatian, Novatus.

HB5 A highly sophisticated answer reflected in the language, terminology and evidence used, e.g. challenges encountered both in Rome and in Carthage.

### **Q3a**

B2 Focus on biographical details of Alister McGrath with limited reference to his role as a Christian apologist.

B3 Some reasonable awareness of why McGrath can be considered an apologist but not many reasons offered.

B4 Clear reasons offered to show why McGrath can be considered an apologist.

B5 Comprehensive and well-informed response with very good relevant references to McGrath's writings.

HB5 A highly sophisticated answer reflected in the language, terminology and evidence used, e.g. critiques of 'new atheism'.

#### **Q4a (B2 – if only TC and no LINK)**

B3 NTC material 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 LINK – meaningful and developed.

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

HB5 Comprehensive response with some sophistication with real synopticity, maybe some degree of synthesis.

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

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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.

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#### **A2 4 AO2 Marking Guidance S2021**

B1 **Minimal** relevant CA – serious disconnect with 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.

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

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

B5 **High quality** attempt to provide **well informed** debate with clarity and coherence of a high order.

HB5 Comprehensive response characterised by **consistently high-quality** CA and sophistication evident.

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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) Outline the contribution of the Apostolic Fathers to the development of church government.

Answers may include:

- **Clement of Rome** (c96AD) was probably one of a college of bishops or presbyters in Rome.
- His pastoral letter to the Church at Corinth reproving some who had turned out of office their lawfully appointed elders. The Church at Corinth appears to have been ruled by several bishops and several deacons.
- The churches in Corinth and Rome looked to the apostles as those who had founded their colleges of bishops or elders – this idea contributed to the later development of apostolic succession.
- **The Didache** (early 2nd century) – refers to the two fold ministry of bishops and deacons alongside itinerant ministers i.e. travelling prophets.
- **Ignatius of Antioch** (c115AD) – the first witness to the development of the three-fold ministry i.e. bishop, elders and deacons within the local church – the monarchical episcopate (rule by one).
- Discussion regarding whether this was an existing practice, or one being introduced by Ignatius.
- The role of the bishop according to Ignatius – the leading elder within a local congregation, the focus of unity, the guardian of the true faith, his authority was paramount, only he could conduct a valid eucharist or baptism (or one whom he had delegated) – ‘do nothing without the bishop ...’.
- Ignatius writes that ‘the deacons must obey the bishop as the grace of God and the board of elders as the law of Jesus Christ.’
- The possible reasons for this development:
  - a natural development where one leader comes to the fore – like the chairman of a committee.
  - the threat of heresy or schism required an authoritative leader to define true doctrine and so protect his congregation.
  - the rise of persecution required a wise leader who displayed patience and fearlessness.
- Relevant use of sources.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the view that the role of the Bishop of Rome still provokes disagreement.

AVAILABLE  
MARKS

Answers may include:

- Discussion from church history about how and when the Bishop of Rome became pre-eminent and how this is variously regarded today.
- The view that the Bishop of Rome is in direct succession to the apostle Peter.
- Evidence of disagreements regarding the role of the Bishop of Rome in the early church – Bishop Victor and the Quartodeciman controversy over the dating of Easter, the dispute between Cyprian and Bishop Stephen of Rome regarding schismatic baptism.
- Reference to the role of the current Bishop of Rome, Pope Francis – leader of the Roman Catholic Church.
- Evidence of changing attitudes within the Catholic Church to the authoritative role of Pope Francis.
- Reasons for these changing attitudes, e.g. scandals within the Roman Catholic Church, loss of faith by many, rejection of the possibility of absolute truth.
- How secularisation has impacted the role of the Bishop of Rome in modern society.
- The significant influence of Pope Francis in making pronouncements about current issues such as the environment, the poor, moral decline, effects of global capitalism.
- Recognition by many, both inside and outside the Church, of Pope Francis' charisma and his attempts to be more forward thinking in order to make the Roman Catholic Church a more welcoming place.
- Concern of some that Pope Francis is too liberal in his approach to certain issues and a threat to the continuity of tradition.
- The view of progressives that he has only been associated with merely cosmetic changes.
- Discussion of varying attitudes of other religious believers to the Bishop of Rome, e.g. rejection of his authority, opposition to the Roman Catholic Church's claims about his role, mutual respect for his leadership, engagement with him by other church leaders to present a more united front on the part of the Christian faith as a whole.
- Examples of how the role has continuing significance for many, e.g. the 2018 Papal visit to Ireland and the various responses to this from within and outside the Roman Catholic Church.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

- 2 (a) Present a case for the suggestion that Cyprian's views on the lapsed were controversial.

Answers may include:

- Explanation of how the issue of the lapsed arose.
- Cyprian's hard-line approach towards those who had lapsed.
- His work 'On the Lapsed' (De Lapsis) – he denied that any human had power to pardon apostasy – anyone guilty of willingly sacrificing must be left to God's judgement and should be treated as penitent and not be readmitted to communion. Those who sacrificed due to torture could be restored after a period of penance.
- The controversy which this approach caused – challenges both in Rome and in Carthage.
- In Carthage, Novatus and the confessors took a more lenient approach – all who repented should be received back into the church.
- The controversy regarding the role of the confessors in writing letters on behalf of the lapsed recommending/demanding their re-admittance by Cyprian – this raised the problem of who was to administer discipline.
- In Rome, Novatian took a much stricter view and denied the lapsed any possibility of re-admittance to the church.
- The place of the Council of Carthage 251 in settling the controversy.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE  
MARKS

(b) “The writings of Cyprian are no longer relevant to Christians in the 21<sup>st</sup> century.”

Critically evaluate this statement.

Answers may include:

- Reference to a range of issues addressed by Cyprian.
- His writings addressing the issue of unity may have limited importance today because the Church is no longer one – it consists of many denominations therefore unity seems an impossible goal.
- Discussion about efforts which continue to bring about Christian unity, e.g. the Ecumenical Movement, Inter-Church and Inter-Faith Forums.
- Examples of how Christians of different traditions may work together despite theological differences, focusing instead on their shared/ common beliefs.
- Evidence that some Christians or denominations have no desire for unity due to negative views regarding those who do not share the same beliefs.
- His views on the authority of the bishop may be irrelevant to Christians in churches which have a congregational or presbyterian form of government.
- Reference to Cyprian’s writings on the issues of the lapsed and penance, and how Christians today approach these differently.
- Varying views today about what constitutes a lapse in faith and how some Christians may focus more on compassion and forgiveness instead of penance. Therefore, Cyprian’s writings are seen as harsh.
- The dichotomy between private and corporate faith which exists today and how this influences Christian attitudes towards repentance.
- How penance operates within different denominations today and how Church members respond.
- Charismatic churches may find much of Cyprian’s writing irrelevant due to the nature of their ministry i.e. Spirit led and often lacking in structure.
- His acceptance of infant baptism is not relevant to 21<sup>st</sup> century Christians who carry out ‘believers’ baptism’.
- Other issues which Cyprian tackles may be more relevant for Christians in all ages, e.g. the importance of prayer, charitable acts as the outworking of faith, a willingness to defend the faith against accusations, worthy participation in the Eucharist.
- Some within the Church may not agree with his view about the Eucharist as an ongoing sacrifice – others regard this as accepted teaching today.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

3 (a) For what reasons can Alister McGrath be considered a Christian apologist?

AVAILABLE  
MARKS

Answers may include:

- Definition of what a Christian apologist is – one who counters objections to the Christian faith and who also demonstrates the reasonableness of the Christian gospel.
- Evidence that Alister McGrath does this.
- His writings on the subject – written to help readers engage with the challenges to their faith, e.g. *Mere Apologetics*, *Suffering*.
- His interest in the relationship between science and religion as reflected in writings such as *A Scientific Theology*, *Has Science Eliminated God?*
- Reference to his posts as Professor of both Science and Religion at Oxford University as highlighting his desire to promote the compatibility of the two disciplines in the current age.
- Founding President of the Oxford Centre for Christian Apologetics.
- His public debates with prominent atheists such as Richard Dawkins and Christopher Hitchens.
- His critiques of ‘new atheism’, e.g. *The Dawkins Delusion?*, *Why Won't God Go Away: Engaging with New Atheism*.
- Relevant discussion of any of his writings.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “Without heresy, religious thinking would never have developed in the Early Church.”

Critically assess this claim.

Answers may include:

- Reference to specific heresies faced by the Early Church and the impact of these on religious thinking.
- How heresy required the Early Church to respond and set out the true faith – heresy was a catalyst to the development of the Rule of Faith and the Canon of Scripture.
- Explanation of how the Rule of Faith was developed because of the threat of Gnosticism and Marcionism.
- Consideration of how the Canon of Scripture developed in response to Marcion’s Canon and Montanist prophecies.
- Reference to how the polemic writings of Irenaeus were in direct response to Gnostic misinterpretation of the Scriptures.
- Faith which goes unchallenged may stagnate.
- Challenges and opposition compelled the Early Church to formulate its orthodox religious thinking.
- Reference to, and discussion of specific writings which developed because of heresy, e.g. Irenaeus’ ‘Against Heresies’, Tertullian’s writings ‘Against Marcion’ and his ‘Prescription Against Heretics’.
- In contrast, other things which contributed to the development of religious thinking, e.g. the death of the apostles so the need to preserve their words and writings, hence the need for a Canon.
- How persecution led to some Christians lapsing and how this resulted in the development of religious thinking regarding penance – unrelated to heresy.
- The need for an agreed Canon for use in ongoing evangelism and instruction of new converts – regardless of heresy.
- The need to make the message accessible to all kinds of cultures as Christianity spread, e.g. the use of Greek philosophical terms in the writings of Justin.
- As the faith spread and the Church grew, and as the Parousia was no longer regarded as an immediate prospect, it was natural for the Church to become more structured in order to survive.

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]

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"> <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]

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: Faith, Morality and the State

You **must** answer this question

- 4 (a) “Religious faith has always provided a sound basis for morality.”  
With reference to **one** historical example, discuss this statement. You must support your answer with reference to at least one other unit of study.

Answers may include:

- Specific reference to one example.
- Consideration of the ways in which religious faith has and continues to influence issues of morality.
- Reference to one example of morality such as abortion, euthanasia, LGBT rights, equal marriage, slavery.
- Evidence of how the influence of religious faith has decreased and how this is exemplified in changing moral standards, e.g. Ireland no longer has laws based on the teaching of the Roman Catholic Church but has legalised divorce, contraception, same sex marriage and abortion.
- Possible exploration of how an increasingly secular society does not want religious faith to enforce its morality on non-believers.
- Consideration of how religious morality is regarded as out of date in an ever-changing society.
- Evidence that religious faith has been the basis for much morality in the past, e.g. the work of social reformers who defended the rights of slaves, the poor and social outcasts.
- How religious faith continues to have a significant and positive influence, e.g. care of the marginalised, social welfare policy, protecting the environment, creation of food banks.
- Reference to countries where faith has been and continues to be the basis for society’s morals, e.g. Sharia law in some Islamic countries.
- Recognition that all individuals are free to have morals based on a personal understanding of their faith or other ideology.

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) To what extent could it be said that religious faith continues to be a major cause of conflict? You must refer to other aspects of human experience in your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience.
- Possible historical/contemporary exemplification.
- Reference to the possible causes of conflict which have arisen because of faith.
- The role of faith groups in enforcing religious ideals on non-believers resulting in conflict.
- Evidence of intolerant faith towards those of different beliefs so causing conflict.
- How religious faith contributed to the political policies in Nazi Germany – contrasting the German Church and the Confessing Church.
- The distinction between what might be regarded as true or false faith.
- How religious faith can become corrupted by political self interest and so lead to conflict.
- Jesus’ words of warning to his disciples that they should expect conflict because of their faith which will be opposed by those who reject Christ.
- Evidence of how dogmatic faith such as belief in absolute truth, can lead to conflict in issues of morality, e.g. Westboro Baptist Church.
- Historical evidence of conflict between differing world faiths, e.g. the Crusades.
- Historically how religious faith played a part in the sectarian ‘Troubles’ in Northern Ireland.
- The role of people of faith in ending conflict in Northern Ireland, e.g. the contribution of individual clergy or organisations, such as Corrymeela, to the peace process.
- The part played by integrated schools in Northern Ireland in minimising conflict through nurturing mutual understanding..
- The role of clergy such as Desmond Tutu and Trevor Huddleston in ending apartheid in South Africa.
- The role of people of religious faith in bringing an end to slavery, e.g. William Wilberforce.
- The role of religious faith organisations in bringing humanitarian relief and hope to all kinds of people, regardless of their faith, during times of natural disaster.

Accept valid alternatives

Mark in levels

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

(AO2)

[30]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**150**