



ADVANCED
General Certificate of Education

Religious Studies
Assessment Unit A2 5
assessing

Themes in the Celtic Church, Reformation
and Post-Reformation Church

[ARE51]

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 5 AO1 Marking Guidance S2021

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

B3 Broad response on the foundations of Armagh with the response offering more generality than specifics on the association with Patrick.

B4 Very good grasp of Patrick's association with Armagh with a clear attempt to examine the evidence associating Patrick with Armagh with specific reference to sources, such as the Annals, Muirchú's Life of Patrick, Emhain Macha. May show awareness of scholars such as Ó Fiaich.

HB4 Clear focus on the task, building on B4 with specific reference to the political and religious significance of Emhain Macha, the date of its destruction, the relevance of archaeological evidence.

B5 Comprehensive and well-informed response building on HB4 with accompanying detail and depth on, e.g. analysis of evidence in Muirchú's Life of Patrick, Emhain Macha. Well informed on place name and evidence from tradition.

HB5 A highly sophisticated answer reflected in the language, terminology and evidence used, e.g., the use of technical/theological language. Full and detailed exploration of the evidence and the issues arising from Patrick's association with the foundation of Armagh.

Q2a

B3 Broad response on the career of Columbanus, tendency towards narrative and description, not strong on source evidence.

B4 Beginning to focus on source evidence such as Jonas and Columbanus' writings. Demonstrating very good awareness of specific contributions made by Columbanus, e.g. to development of monasticism and private penance.

HB4 Clear and consistent focus on the task with appropriate detail and depth offered on a range of sources, such as letters and sermons. Consideration given to how the sources show him to be a man of orthodoxy, a defender of morality.

B5 Comprehensive and well-informed response building on HB4 with accompanying detail and depth on a range of sources with clear focus on how they show Columbanus to have missionary skills and attributes.

HB5 A highly sophisticated answer reflected in the language, terminology and evidence used, e.g., possible comparisons made to other missionaries such as Gall, Colmcille, Aidan.

Q3a

B3 Broad response on the career of Martin Luther, reference to the 95 theses but with tendency towards narrative and description.

B4 Very good grasp of the ideas of Martin Luther, such Sola Scriptura, Sola Fide, importance of grace for salvation, denial of Papal authority.

HB4 Clear focus on the contribution of these ideas to the Protestant Reformation, with awareness of the impact of events such as the Peasant's Revolt, influences of Augustine, Erasmus and humanism, impact of vernacular Bibles.

B5 Comprehensive and well-informed response building on HB4 with relevant detail, comments and insight offered.

HB5 A highly sophisticated answer reflected in the language, terminology and evidence used, e.g., possible comparison to the ideas of other Reformers, e.g., Calvin.

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 specific task** with LINK both 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.*

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 5 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 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) “There is little doubt that Patrick founded the Church at Armagh.” With particular reference to the sources, present a case for this statement.

Answers may include:

- Reference to Annalistic evidence of the Armagh foundation.
- The significance of Emhain Macha, the views of scholars, e.g. Sharpe, Byrne, Ross.
- The Hymn of Fiach.
- The Tripartite Life of Patrick and place name evidence.
- Patrick’s writings, the views of scholars, e.g. Ó Fiaich.
- Muirchu’s Life of Patrick, the views of scholars such as Lambkin.
- Canon Law.
- Archaeological evidence, the views of scholars, e.g. Ó Cróinin.
- The relevance of Downpatrick, the views of scholars, e.g. Doherty.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically evaluate the claim that the Celtic Church's view of religious and moral authority led to conflict and division.

AVAILABLE
MARKS

Answers may include:

- Differences between Celtic and Roman Christianity, e.g. the dating of Easter, sacramental differences.
- Evidence of conflict with the wider church before the Synod of Whitby, e.g. letter of Laurentius of Canterbury, letter from Pope Honorius.
- The meeting with Saint Augustine, views of scholars, e.g. Colgrave and Mynors.
- Events in the Northumbrian royal household.
- The resolution of the Paschal Controversy in the South of Ireland, e.g. the first Synod of Birr.
- Events and arguments at the Synod of Whitby, e.g. appeal to the authority of Peter, appeal to the authority of John and Colmcille.
- Loyalty to local tradition.
- The effects of the Synod of Whitby on the Celtic Church, e.g. Iona, re-consecration of bishops, Lindisfarne, views of scholars, e.g. James, Cowdrey.
- The impact of different perceptions of church authority, views of scholars, e.g. Hughes, Rees and Kerr, Chadwick.
- Resolution of the Paschal Controversy at second Synod of Birr.
- The authority given to abbots in the Celtic Church, e.g. Finnian of Clonard.
- The change from episcopal to monastic structure of the Celtic Church, views of scholars, e.g. Ryan, Todd, Chadwick.
- Columbanus' conflict with the French bishops, views of scholars e.g. Ó Fiaich.
- Columbanus' conflict with Brunhilde and Theuderic, e.g. refusal to baptise king's children, refusal of admission to the cloister, views of scholars, e.g. Hauck.
- The evidence from the writings of Columbanus, e.g. the Letter to the French bishops, the letter to Pope Boniface.
- Columbanus' involvement in refuting heresy, e.g. Arian controversy.
- The claims of Armagh to archiepiscopal authority, and opposition to the claims, e.g. the evidence from Tirechán.
- The influence of the Penitentials on morality, e.g. support to Brehon law, sexual morality, limiting of feuding, encouragement of reconciliation.
- The influence of the Penitentials on the church elsewhere, e.g. Columbanus' Penitential, evidence from Jonas, views of scholars, e.g. Galtier, Poschmann.
- Criticisms of Celtic Penitentials, e.g. views of Plummer, Payer, Brundage.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) In what ways do the sources on Columbanus show him to be the greatest missionary of the Celtic Church?

AVAILABLE
MARKS

Answers may include:

- The background to the work of Columbanus.
- Evidence provided in Jonas' Life of Columbanus, e.g. relationship with Theuderic and expulsion from Luxeuil, views of scholars, e.g. Guillemain, Metlake.
- The impact of his monastic Rules, e.g. views of scholars, e.g. Laporte, Ó Fiaich.
- The impact of his Penitential on the development of the Sacrament of Penance, evidence from Jonas, views of scholars, e.g. McNeill and Gamer.
- His role as defender of the faith, e.g. sermons.
- Concern for Christian Unity revealed in his Letters.
- Letter to the French bishops, views of scholars, e.g. Charles-Edwards.
- Care of his disciples revealed in his Letters.
- Challenging of Boniface IV, views of scholars, e.g. Dubois, Hauck.
- Comparison with other peregrini, e.g. Colmcille, Gall, Aidan.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) Critically assess the claim that the writings of Columbanus have relevance both then and now.

AVAILABLE
MARKS

Answers may include:

- Relevance of the writings as historical sources, e.g. on Celtic monasticism, Celtic spirituality, views of scholars, e.g. Laporte, Metlake.
- The insight given by the writings to the personality of Columbanus, e.g. compassionate, outspoken, conservative, views of scholars, e.g. Walker.
- The relevance of change and reform for the religious believer today.
- Reference to monastic rules of Columbanus, e.g. structure given to monastic life, emphasis on asceticism.
- The relevance of the religious life today.
- The relevance of asceticism, prayer and fasting for today.
- The context of the writings at the time, e.g. dealing with heresy, the dating of Easter, abbatial authority.
- Religious controversy today.
- The challenge to Pope Boniface IV.
- The relevance and challenges of religious authority today.
- The challenges facing religious institutions today, e.g. secularism, atheism.
- The themes of the sermons of Columbanus, e.g. the mystery of faith, Trinity, human nature, judgement.
- The influence of scientific rationale today, views of scholars, e.g. Dawkins, Dennett.
- The Penitential of Columbanus and its influence on the church at the time, the evidence from Jonas, views of scholars, e.g. Loening.
- The relevance of the Sacrament of Reconciliation in the Christian faith today, e.g. in Protestant denominations, in Catholicism.
- The relevance of the concept of sin today, e.g. moral relativism, individualism.
- The challenge of forgiveness.
- The relevance and importance of Christian unity today, e.g. the work of the ecumenical movement.
- The relevance of Christian principles and morality then and now.
- The importance of diplomacy and speech ethics, e.g. in resolving conflict.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Examine how Martin Luther's main ideas contributed to the Protestant Reformation.

AVAILABLE
MARKS

Answers may include:

- Struggle with the reality of sinfulness, views of scholars, e.g. Hitchcock.
- The importance of grace for salvation and the influence of Augustine.
- Indulgences, views of scholars, e.g. Scott Dixon.
- 95 Theses and the church response, e.g. Pope Leo, Cardinal Cajetan, views of scholars, e.g. MacCulloch.
- Sola Scripture and Sola Fide.
- Denial of Papal Primacy.
- Excommunication and the Diet of Worms, views of scholars, e.g. Randell.
- Sacraments, worship and Religious Life, views of scholars, e.g. Scott Dixon.
- Vernacular Bibles.
- The impact of his views on the Peasant's Revolt.
- The influence of Erasmus and Humanism.
- Fifth Lateran Council.
- Views of scholars, e.g. MacCulloch, Scott Dixon, Hitchcock, Randell.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “The Protestant Reformation was the most significant religious event of the 16th century, and its impact is still felt today.”
Critically assess this claim.

Answers may include:

- Division of the Christian church, views of scholars, e.g. Bornkamm.
- Religious and secular conflict which resulted, e.g. the religious wars in Europe, Peasants Revolt.
- The creation of denominational Protestantism, e.g. Calvinism, Lutheranism, Baptists, Anabaptists.
- Political division in Europe.
- Decreased influence of the Papacy.
- The growth in religious pluralism and religious individualism, decentralisation of religious authority.
- The availability and centrality of the Bible.
- Increased role and influence of the laity, e.g. within Calvinism as ruling elders, the holding of Synods, views of scholars, e.g. McGarry, Potter.
- Increased democratisation of religion, e.g. lay elders, congregations electing their own pastors.
- The challenge to address abuses in the church, e.g. simony, nepotism.
- The impact on the religious life, e.g. the dissolution of monasteries, reformed Christians rejecting the religious life.
- New understanding of marriage, e.g. the acceptance of divorce, marriage as companionship.
- The impact on Scotland, e.g. the work of John Knox, the growth of Presbyterianism.
- The political impact on Ireland, e.g. the Nine Years War, the Plantation of Ulster, views of scholars, e.g. Trant, Ford.
- Establishment, Cromwell and the Penal Laws.
- The importance and influence of the Counter Reformation, e.g. the Jesuits, new religious orders, Teresa of Avila, reform in Spain, views of scholars, e.g. O’Malley.
- The Council of Trent, e.g. the opening of seminaries, episcopal residency, views of scholars, e.g. Chadwick, Jungman, Boken Kotter.
- The creation of political division in Ireland and the creation of two states.
- The Troubles and political violence 1960s–1998.
- Division in Northern Ireland and the growth of sectarianism.
- The growth of the Ecumenical movement.
- The Good Friday agreement.
- The work of peace building organisations, e.g. Corrymeela, the Cornerstone Community.
- The challenges for the Stormont executive.
- Consideration of the economic impact of the Reformation through the development of the idea of the Protestant work ethic (Max Weber).
- The negative aspects of the Reformation including anti-semitism; especially in Luther.

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: Faith, Morality and the State.

You **must** answer this question

- 4 (a) With reference to **one** historical example, identify and consider one major cause of religious controversy.
You must support your answer with reference to at least one other unit of study.

Answers may include:

- Specific reference to one historical example.
- Integration of law and morality, e.g. same sex marriage, abortion.
- Issues of religious freedom, e.g. primacy of conscience.
- Interpretation and understanding of the nature of religious authority, e.g. Sunni and Shia Muslims, scripture and tradition.
- The implementation of change in religious organisations.
- Religious practices, e.g. circumcision, religious dress.
- Personal autonomy.
- Religions and sexuality.
- Interpretation of religious texts, e.g. the Qur'an, hermeneutics.
- The role of women in religion.
- Relationship between religion and science, e.g. creationism.
- View of thinkers, e.g. Dawkins, Harris.

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) “Resolving conflict has always been, and continues to be, a major problem for the religious believer.”
Critically evaluate this view. You must refer to other aspects of human experience in your answer.

Answers may include:

- Reference to other aspects of human experience.
- An open-ended response citing relevant historical and/or contemporary examples.
- Moral imperatives to resolve conflict, e.g. the sanctity of life, do no harm.
- Religious teachings on conflict, e.g. the Qur’an, the Bible.
- Religious Pacifism, e.g. Quakers, Gandhi.
- The work of faith-based peace-keeping initiatives, e.g. the work of the WCCs in promoting peace in Sudan, Catholic Peace-building Network.
- The role of key religious figures, e.g. Desmond Tutu, Martin Luther King Jr.
- The contribution of the Ecumenical movement.
- The role of secular authority in promoting peace-building, e.g. the UN.
- Religion as a source of conflict historically, e.g. Crusades, conflict in former Yugoslavia.
- Conflict within religion, e.g. religious fundamentalism, conflict between Shia and Sunni Muslims.
- Religion as a general source of conflict in the world, e.g. competing belief systems and teachings.
- The role of religion in the NI ‘Troubles’.
- The contribution of Just War theory to both conflict and its prevention.
- Other concerns of religious believers, e.g. Poverty, secularism.
- The view of writers, e.g. Dawkins, Harris, Dennett, Brewer, McKinley.

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