



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education**

Religious Studies

Assessment Unit AS 2

assessing

An Introduction to the Acts of the Apostles

[SRE21]

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 and examples • 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 	[21]–[25]
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 and examples • 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 	[16]–[20]
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 and examples • 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 	[11]–[15]
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 and/or examples • 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 	[6]–[10]
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 and/or examples • 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 	[0]–[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 • An excellent attempt at the application of beliefs, values and teachings to the question asked • An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • 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 terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis • A very good attempt at the application of beliefs, values and teachings to the question asked • A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • 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 	[16]–[20]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis • A good attempt at the application of beliefs, values and teachings to the question asked • A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • 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 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis • A limited attempt at the application of beliefs, values and teachings to the question asked • A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience • 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 	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience • 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 	[0]–[5]

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

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).

AS 2 AO1 Marking Guidance S2021

Q1a

B3 A reasonable degree of KU concerning proposals for early, intermediate and late dating of Acts.

B4 Demonstrates a very good range of relevant evidence and examples concerning the theories.

HB4 A very good range of relevant evidence and examples as above, with some awareness of how dating affects understanding Acts.

B5 Moving towards an excellent response, with a balance of evidence and examples from early, intermediate and late arguments for dating, and clearer links to how these impact understanding Acts.

HB5 Comprehensive KU of early, intermediate and late dating theories, with a degree of sophistication in clearly indicating implications for understanding, and some conclusion as to which argument is most satisfactory.

Q2a

B3 A reasonable degree of KU about general background, with a good range of relevant evidence and examples drawn primarily from Philippi or Corinth.

HB3 A good response, with reasonable maturity demonstrated by a balance of relevant evidence and examples drawn from challenges at both Philippi and Corinth.

B4 Demonstrates a high degree of KU of the challenges faced at both Philippi and Corinth, placing these in the context of the second missionary journey in a relevant way.

B5 An excellent attempt, integrating context with comprehensive KU of the challenges faced at Philippi and Corinth, including some awareness of common challenges in both places, and specific challenges.

HB5 A very high degree of relevant evidence and examples, incorporating background context into a comprehensive discussion of the challenges faced at Philippi and Corinth with a degree of sophistication, e.g., dealing with all aspects of the question.

Q3a

B3 A good response containing a range of relevant evidence and examples about miracles.

HB3 In addition to demonstrating a reasonable degree of KU, also uses relevant evidence and examples to begin to show how miracles helped spread the Gospel, with some reference to the healing of the lame man.

B4 A high degree of KU about the story of the healing of the lame man, with a very good range of relevant evidence and examples in discussing the connection to the role and importance of miracles in the spread of the Gospel.

B5 Comprehensive KU of the story of the healing of the lame man, placed in the context of an extensive range of information about the role and importance of different types of miracles in the spread of the Gospel.

HB5 An excellent attempt, integrating relevant evidence and examples in a clear and coherent way, with some sophistication, e.g., miracles as essential to the spread of the Christian Church.

Q4a

B3 A good response, demonstrating mainly accurate KU about the story of the Ethiopian Eunuch.

HB3 A good range of relevant evidence and examples, building on the story of the Ethiopian Eunuch, including some reference to the Holy Spirit.

MB4 A high degree of understanding of the importance and activity of the Holy Spirit, in the context of almost totally accurate KU about the story of the Ethiopian Eunuch.

B5 An excellent attempt, combining comprehensive KU of Philip's background and the story of the Ethiopian Eunuch with a high degree of relevant evidence about the importance and influence of the Holy Spirit.

HB5 Tackling the task as above, incorporating greater clarity and coherence with a level of sophistication, e.g., Philip's openness to the promptings of the Spirit.

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

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

AS 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 largely one sided, with little scope given to competing views.

B4 **Very good** attempt at CA, indicating clear engagement with the set task, with some relevant evidence and reasoning employed in the attempt to provide a balanced response, though not necessarily 50/50.

HB4 Line of enquiry relatively easy to follow, enhanced by the quality of debate offered, with some maturity evident.

B5 **High quality** attempt at CA, with **well-informed** debate, reflected with clarity and coherence.

HB5 Response of **consistently high quality** CA, with some sophistication evident.

Students must engage with other aspects of human experience to access Bands 3–5 for Section B AO2 tasks.

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 **one** question from Section A.

- 1 (a) Examine why the dating of Acts is important for an understanding of this book.

Answers may include:

- Consideration of the three suggested dates (before AD 64, AD 70–85, late first/early second century).
- Consideration as to how the dating issue illuminates an understanding of Acts.
- Early date evidence, e.g.:
 - No mention of martyrdom of James, Peter or Paul.
 - No mention of Fall of Jerusalem 70 AD.
 - No hint that Nero’s anti-Christian policy had begun.
 - No reference made to Paul’s Letters.
 - No mention of Paul’s death.

Understanding

- Positive attitude to the Romans, e.g. Sergius Paulus; Gallio; “religio licita” (permitted religion) status; right of appeal to Caesar disappears after 70 AD.
- Apologia for Paul and Christians needed before 70 AD.
- Written for Paul on trial as a defence document; explains abrupt ending.
- Focus on Jewish-Gentile relations.
- Reveals early Christian Christology.
- Intermediate Date evidence, e.g.:
 - Dating of Mark’s Gospel 70 AD.
 - Luke uses Mark’s Gospel for his own Gospel, e.g. Fall of Jerusalem Lk 21; description by Luke as historic event.
 - Date of Luke’s Gospel; Acts follows Gospel, e.g. “In my previous work...” Acts 1:1.
 - Paul’s Letters not used – not extensively circulated; sent to churches in Asia Minor or Greece; Luke in Rome.

Understanding

- Argument against intermediate date, e.g. favourable attitude to Romans following Nero’s persecution in 64 AD not likely.
- Historical accuracy of text.

- Late Date evidence, e.g.:

- Acts not mere chronicle – perspective of time.
- Evidence of Luke’s use of historian Josephus 96 AD.

Understanding

- Difficulty in reconciling positive attitude to Romans with Church/ State relations in the late first/early second century, e.g. persecution by Domitian; Pliny’s letters to Trajan.
- Does not reflect interest and outlook of the Church at the end of first century.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “The most important purpose of Acts was to accurately record the history of the early Church.”

Evaluate this claim. Justify your answer.

Answers may include:

- Luke’s role as an historian; Acts as an historical text.
- Luke’s reliability as an author; his honesty in describing strengths and weaknesses of the Church.
- The accuracy of titles, names, customs, practices, events, geography, archaeological evidence.
- Dedication to Theophilus.
- ‘We’ passages.
- Discrepancies within Acts; relationship with Paul’s letters.
- Other purposes of Acts, e.g. to show how the gospel reached Rome; an apology; universalism.
- Propaganda/biased agenda.
- Written to build up the Church.
- Ancient writers reliable and careful to present facts.
- Deliberately selective to focus on Church growth.
- Issues of historical accuracy with reference to date, authorship.
- Consideration of how Acts is a narrative rather than a history.
- Possible reference to evidence within Luke/Acts that the author did not claim to be writing an objective history but an apology for Christian claims and truth, e.g. the prologue to Luke’s Gospel 1:1–4; intention to be accurate.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE
MARKS

- 2 (a) Discuss the main challenges that Paul faced at Philippi and Corinth on his second missionary journey.

Answers may include:

- Context of second journey; post Jerusalem Council meeting; gentile admission; letter for churches.
- Accompanied by Timothy and Silas.

Challenges at Philippi, e.g.

- Unable to follow synagogue formula.
- Conversion of Lydia at riverside; importance of this conversion.
- Paul's upset at the demon-possessed servant woman, the challenge of her healing.
- The attack from the crowd; severe beating by the officials; imprisonment; the challenge of converting the jailor.
- Reasons for rejection of Paul by the Jews, e.g. admission of Gentiles.
- Reasons for rejection of Paul by pagans, e.g. challenge to established order.

Challenges at Corinth, e.g.

- The challenge of earning a living making tents alongside preaching.
- The rejection by the Jews; Paul's response; Crispus.
- Paul's vision – an encouragement to face challenges.
- Further opposition from the Jews; accusations against Paul.
- Appearance before Gallio; attack on Sosthenes.

Accept valid alternatives

Mark in levels

(AO1)

[25]

AVAILABLE
MARKS

(b) "Paul was the only evangelist in Acts to successfully adapt the gospel message to suit his audience." Assess this claim. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Apostles' determination to fulfill commission in Acts 1:8.
- Luke's portrayal of Paul; hero.
- Purpose and nature of speeches in Acts.
- Different types of speeches; missionary, e.g. Paul in Pisidian Antioch; apologetic, e.g. Stephen; evangelical, e.g. Peter at Pentecost.
- Paul wanted to be all things to all men; universalism.
- Possible Pauline missionary strategy; urban centres, e.g. Corinth, Ephesus.
- Evidence of Paul's adaptability, e.g. to Jewish audience in Pisidian Antioch; kerygmatic pattern; use of proof texts.
- To a pagan audience, e.g. Athens; grafting Christian theology onto Greek philosophy; use of natural theology.
- To Christians in Miletus; only speech to a Christian audience; pastoral.
- Discussion of success or failure of Paul's flexible approach, e.g. Athens where Paul attempted to graft Christian theology onto Greek philosophy.
- Other preachers; Peter and Stephen – Jewish audiences only; evidence of success or failure.
- The significance of Peter's interaction with Cornelius.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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Section B

AVAILABLE
MARKS

Answer **one** question from Section B.

- 3 (a) Examine the role and importance of miracles in the spread of the Gospel, with particular reference to the healing of the lame man.

Answers may include:

- Definition of a miracle.

Role and Importance

- Miracles as a natural succession to the miracles of Jesus.
- The power of Jesus' name.
- Peter able to perform miracles like Jesus did.
- Key part of ministry and mission of the church.
- Miracles a sign of the Kingdom of God; supernatural.
- Miracles accompanied by preaching the gospel message, e.g. Peter's speech at the Colonnade; similarity to Pentecost speech.
- Miracles resulting in expansion and persecution and further witness, e.g. arrest of Peter and John.
- Miracles and prayer, e.g. 4:32–31.
- Miracles for missionary spread.
- Types of miracle in Acts, e.g. direct healing, lame man; indirect healing, Peter's shadow; nature, earthquake at Philippi; exorcisms, slave girl; raising to life; Tabitha.

Lame Man

- The healing of the lame man text; Peter's words; apostles still worshipping like Jews; impact and effect on witnesses, e.g. reaction of the crowd.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, consider the claim that miracles are not necessary to support religious faith. Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Consideration of other aspects of human experience.
- Miracles belong exclusively to the period of the early Church.
- Faith Healers.
- False claims of healing and the impact on the Church.
- Preaching is used instead to spread the Church's mission, e.g. work of missionaries, street preachers, parish missions.
- Examples and effects of miracles throughout history.
- Claims of modern miracles, e.g. Fabrice Muamba.
- Places of healing, e.g. Lourdes.
- The role of faith in miracles.
- Enduring role of the Holy Spirit.
- Impact of science and reason in the explanation of miracles – greater tendency not to believe in miracles.
- Nature always obeying the laws of physics, thus the impossibility of miracles.
- The limitations of science as the only route to truth.
- The ongoing power of prayer in healing miracles.
- 'Loose' understanding of the word miracle; wishful thinking; happy coincidences.
- Miracles as expressions of belief.
- Possible reference to scholarly debate, e.g. Richard Swinburne, David Hume.
- Possible reference to Jesus as a thaumaturgic prophet.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

AVAILABLE
MARKS

- 4 (a) In what ways does the story of the Ethiopian Eunuch show Philip's obedience to the influence of the Holy Spirit?

Answers may include:

- One of the seven helpers; role in the distribution of aid; qualities required; "full of the Holy Spirit"; co-worker with Stephen.

Consideration of Philip's encounter with the Ethiopian official, e.g.

- Luke's positioning of the story.
- Philip responds to Divine command; obedience.
- Philip's explanation and proclamation of the good news.
- Jesus is the promised Messiah who fulfills the prophets.
- Belief leads to baptism.

Obedience to the Holy Spirit, e.g.

- Role of the Holy Spirit as the driving force of the Church.
- Baptism as desire of Holy Spirit from Pentecost.
- Fulfillment of Acts 1:8; universalism; Ethiopia was considered the most southerly point in the known world.
- The baptism of the Ethiopian as the fulfilment of Old Testament prophecies through the Spirit.
- Development of ministry within the Church; mission and maintenance.
- Expansion of Christianity into Africa; Gospel spreads to Gentiles.
- Philip as an itinerant, mass and personal evangelist.
- Philip's other missionary work, e.g. Samaria.
- Ministry of preaching and miracles.
- Arrival of Peter and John; possible reasons for arrival – satisfying the Jerusalem Church of genuine conversion; intrigued; confirming Philip's ministry of evangelism as a Hellenistic Christian.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, comment on the claim that religious witness in any age involves courage and a strong religious faith.

Justify your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Consideration of other aspects of human experience.
- Historical divisions within Christianity, e.g. Orthodox split, Reformation.
- Problems with religious witness in other cultures, e.g. persecution of Jesuits in Japan in the sixteenth century.
- Nature and frequency of global persecution today; Open Doors.
- Conflict between religious witness and secular society.
- Clash of a variety of religious witness with popular morality, e.g. abortion referendum in the Irish Republic; same sex marriage.
- Nature of religious authority in pluralist society.
- Public figures experiencing religious conversion, e.g. Yousef Islam.
- Risk of rejection for young people; peer pressure, e.g. not going to church.
- Religious faith as a threat to established order; the largely secular character of the liberal press.
- The religious witness provided by figures such as Polycarp, Blandina, Dietrich Bonhoeffer, Corrie ten Boom, Oscar Romero, Sister Helen Prejan.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

Total

100

**AVAILABLE
MARKS**