



ADVANCED
General Certificate of Education
2022

Religious Studies

Assessment Unit A2 1

assessing

Themes in the Synoptic Gospels

[ARE11]

FRIDAY 10 JUNE, MORNING

MARK
SCHEME

General Marking Instructions

Introduction

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

Assessment objectives

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

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

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

Synoptic Assessment at A2 Level

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

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

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked. • Demonstrates comprehensive understanding and knowledge. • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, examples and scholarship. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good response to the question asked. • Demonstrates a high degree of understanding and almost totally accurate knowledge. • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, examples and scholarship. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good response to the question asked. • Demonstrates a reasonable degree of understanding and mainly accurate knowledge. • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, examples and scholarship. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited response to the question asked. • Demonstrates limited knowledge and understanding. • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of evidence, examples and scholarship. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic response to the question asked. • Demonstrates minimal knowledge and understanding. • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • Little, if any, use of evidence, examples and scholarship. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

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

Section A

AVAILABLE
MARKS

Answer **two** questions from this section

- 1 (a) Discuss the importance of the 'Q' source within B.H. Streeter's four source hypothesis.

Answers may include:

- Consideration of the synoptic problem – why are the Synoptic Gospels similar yet different?
- Reflection on B.H. Streeter's solution as an answer that most fully fits the facts and is an accepted working hypothesis to address the synoptic problem.
- Possible mention of Holtzmann's two source hypothesis as the basis for Streeter's hypothesis – the two-source theory did not account for material that was unique to Matthew and Luke.
- Discussion of the 'Q' source in relation to Streeter's four source hypothesis such as:
 - The presupposition of the existence of a lost document 'Q' (From the German Quelle meaning source).
 - 'Q' offers a solution to the material shared by Matthew and Luke which is not present in Mark, approximately 250 verses.
 - Close verbal agreement in examples such as the Sermon on the Mount/ Plain.
 - 'Q' is thought to contain the sayings of Jesus.
 - The questioning of the existence of 'Q' and alternative theories such as Farrer and Goulder who do not use 'Q' as a possible source.
 - Material unique to Matthew was designated 'M' such as Peter walking on water (Mt 14:28–33); contains Matthew's distinctive features such as his interest in the Church.
 - Material unique to Luke was designated 'L', such as Zacchaeus (Lk 19:2–10); reflects Luke's interests such as universalism and the Holy Spirit.
 - Reliance on the absolute priority of Mark as a key feature of Streeter's four source hypothesis; impossible to know definitively Mark's sources; "Upper Room" tradition, Peter, oral sources – accounting for the similarities in the Gospels.
 - Possible reflection such as: if the priority of Mark was ever disproved then the four-source hypothesis would become void. Therefore, there is an issue with basing a solution on an already existing supposition.
- It presumes a linear progression in the development of the Gospels.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) Consider critically the view that Narrative Criticism has made the greatest contribution to understanding the Synoptic Gospels.

AVAILABLE
MARKS

Answers may include:

- Consideration of the value of Narrative Criticism which looks at the overall text and its impact on the reader such as:
- As a text centred approach its value lies in seeing the text as a whole and is not concerned about historical issues or how the text was constructed as in the case of Source Criticism.
- Narrative Criticism allows for interpretation of the Synoptic Gospels to be a continuing process; it supports the doctrine of the Spirit at work in the modern Church; it allows for the interpretation of the Synoptic Gospels and the application of their teaching to modern situations and ethics.
- It contributes to a holistic understanding of the Gospels rather than fragmenting the text as in the case of Form Criticism.
- Narrative Criticism does not rely on hypotheses such as the four-source theory being valid; it provides understanding of the text without relying on other suppositions.
- It contributes to recognition of the Gospel writers as having greater literary skill in forcing a response from the readers rather than looking at how they may have edited or changed material at their disposal as in the process of Redaction Criticism.
- Deliberation of the view that Source, Form and Redaction criticism have their place and value and have also made valuable contributions to understanding the Gospels.
- Redaction Criticism brings understanding of the Gospel writers as theologians with their own views and ideas; Form Criticism brings understanding of the needs of the early Church and an awareness of the oral period and use of the Gospel texts therein; Source Criticism has helped establish the earliest written documents about Jesus and recognises the sources a Gospel writer may have used when writing their text.
- Exploration of the view that Narrative Criticism has its limitations – some scholars believe it is unsuitable to apply modern literary critical approaches to ancient texts; Narrative Criticism was originally used on works of fiction which the Gospel texts are not; the nature of the Gospels are oral rather than written; history is unimportant to the process of Narrative Criticism; it allows for a very subjective view of a text where meaning can be implied and misinterpreted when detached from the historical context.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Examine Jesus' teaching on the command to love in the Synoptic Gospels.

AVAILABLE
MARKS

Answers may include:

- Exploration of Jesus' command to love as presented by the Synoptic evangelists referencing specific examples from the texts.
- Consideration of the greatest commandment (Mt 22:34–40, Mk 12:28–34, Lk 10:25–28) common to all three Synoptic Gospels – Jesus teaches of the importance to love God and love neighbour.
- Examination of the teaching of Jesus compared to that of the religious leaders in relation to the command to love; that love transcends religious laws; the Jewish leaders' preoccupation with summarising the Law and ignoring the heart of the commandments; Jesus sets no limits on the duties of love; love is unlimited and necessary for entry into the Kingdom of God; the difference between the spirit and the letter of the Law.
- The connection between loving God and loving neighbour – if one loves God then love of neighbour can be seen through one's actions and if one shows love of neighbour one is following Jesus' command to love.
- Exploration of the concept of love and charitable self-giving and compassionate love which the Disciples and followers of Jesus are expected to have in following Jesus' command to love; how this can be shown through actions; the connection between the command to love and the action of mercy and compassion to all.
- Possible discussion of Jesus' teaching in Matthew (5:38–48) and Luke (6:27–36) on love of enemies and revenge; love does not take revenge; give mercy and receive mercy in return; go the extra mile literally and figuratively; it is better to be too lenient than too severe in relation to love of enemies.
- Consideration of the concept of revenge in ancient law (lex talionis) and Jesus' teaching, which is in stark contrast; love means being willing to forgive and offer mercy without conditions.
- Discussion of the Golden Rule – reciprocal mercy and forgiveness, an established ethical teaching in many cultures and religions.
- Luke 7:36–50 – Jesus teaches of the importance of love and mercy towards others; the message of the parable of the two debtors; those who recognise their need for forgiveness will receive it graciously.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “In a world that values individualism and materialism, the command to love without limits is unrealistic.”

To what extent is this claim true?

Answers may include:

- Consideration of the view that to some extent it is true that for some people it is impossible to love without limits, especially those who have had wrong done against them individually or inflicted great harm on society collectively.
- Possible reference to the ‘me’ generation where individualism trumps everything.
- Consideration of the view that individualism and materialism do not fulfil the command to love, e.g. the actions of anti-vaxers, anti-mask believers during Covid-19 pandemic, panic buying.
- The rights of the individual over the needs of the collective.
- Exploration of the concept of mercy and forgiveness in relation to love of enemies in modern society and how retribution is acceptable to some in the form of capital punishment. Several states in America allow the death penalty as a method of punishment for such crimes as murder. How is it possible to love one’s enemy, while killing them? For some people it is the only way to achieve closure for a reprehensible act – an eye for an eye, retribution.
- Consideration of collective wrong and how society communally may wish to attribute blame and take revenge for an act committed by an enemy as in the case of 9/11 Twin Tower attack in America and the subsequent war on terror.
- Exploration of the rise of nationalism and patriotism and a more individual, segregated society where religious and cultural groups are being alienated and instances of racism or Islamophobia are well documented, making it more difficult to love without limits; stereotyping and cultural appropriation.
- How it is impossible for some individuals to forgive their enemies – Rev. Julie Nicholson, Winnie Johnson (mother of Moors Murder victim).
- Possible counterclaim that loving others is particularly important and the concept of mercy and forgiveness in history and modern society is both clear and obvious and therefore not unrealistic.
- Consideration of instances where individuals were able to show mercy towards their enemies such as: Eric Lomax who was taken prisoner and tortured by the Japanese in 1942 and forced to work on the 418-mile Burma railway, who was able to forgive his captors; Gordon Wilson whose daughter was killed in the 1987 Remembrance Day bombing in Enniskillen, forgave her killers.
- Exploration of the view that it is not unrealistic to love without limits in a world where individualism and materialism exist.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

3 (a) Outline Luke's main theological concerns in the post-resurrection appearances of Jesus.

AVAILABLE
MARKS

Answers may include:

- Discussion of Luke's post resurrection appearances reflecting on Luke's key theological concerns such as:
- Luke has the most detailed post resurrection appearances including the Road to Emmaus account which contains one of Luke's themes that Jesus must suffer in accordance with God's plan.
- Cleopas and his companion do not recognise Jesus; Luke wishes to emphasise that some people are spiritually blind and do not recognise the presence of Christ – Jesus was recognised in the breaking of bread and explanation of the Scriptures.
- Table fellowship is present and will continue in the early church through celebration of the Eucharist.
- Luke has Jesus appearing in two places at once; while the two were reporting the details of their encounter with Jesus, he appeared among the eleven. They thought that they were seeing a ghost (24:39). Jesus ate with them and showed his wounds; details intended to verify the bodily resurrection of Jesus emphasising Luke's anti-heretical purpose in evidencing Jesus was not just spiritually resurrected or a vision.
- In Luke, Jesus promised the disciples he would send the Holy Spirit, to strengthen them for their mission ahead. They were told to stay in Jerusalem, these are both Lucan themes.
- Luke emphasises repentance of sins and the universal commission.
- The ascension of Jesus takes place in Bethany in Luke; the Disciples then went back to Jerusalem to the Temple and worshipped God with great joy. Joy and praise are also theological characteristics in Luke's Gospel.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) Critically evaluate the claim that inconsistencies in the resurrection narratives make belief in the resurrection difficult.

Answers may include:

- Consideration of the inconsistencies in the resurrection narratives such as the appearance of the resurrected Jesus to two disciples on the road to Emmaus recorded by Luke. Matthew’s apocalyptic signs such as the earthquake and the dead rising from their tombs.
- Consideration of the issues surrounding the ending of Mark’s Gospel. Was it verse 8? Was a longer ending added by the early Church?
- Discussion of the claim that inconsistencies can make belief in the resurrection difficult, the views of liberal critics such as Bishop Spong.
- Consideration of the claims made against the early Church as a result of inconsistencies in accounts, such as the resurrection was a hoax and that the Disciples stole the body of Jesus to perpetuate the theory that Jesus rose bodily from the dead which fulfilled Old Testament prophecy.
- Exploration of the ‘swoon theory’ – that Jesus was not dead but had revived in the cool of the tomb. The ‘imposter theory’ – that someone took the place of Jesus on the cross or other resurrection theories about the inconsistencies in accounts.
- Possible counter argument that inconsistencies in the accounts in fact make the idea of resurrection more believable as if the evangelists wanted to make resurrection believable they would have synchronised accounts as resurrection was not established in Jewish thought, so the resurrection of Jesus was not anticipated.
- Exploration of the view that the resurrection was so beyond human comprehension that accounts were bound to differ and contain inconsistencies.
- Discussion of the fact that the main points of the resurrection story are consistent in the Synoptic Gospels – a group of women go to the tomb, the body of Jesus was not there, there was an angelic message and Jesus appeared to his friends.
- Consideration of the view that if Jesus did survive the crucifixion, he would have been badly wounded, yet accounts of post resurrection appearances do not mention this fact.
- Discussion of the fact that after the resurrection the Disciples were changed and strengthened ready to give up their lives for belief in the resurrection, therefore it is unlikely that they were willing to die for a lie. Paul and the early Church were persuaded that the resurrection was true and central to the Christian faith.

Accept valid alternatives

Mark in levels

(AO2)

[30]

Section A

**AVAILABLE
MARKS**

50

100

Synoptic Bands

Total Marks: [20]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent attempt at analysis with a full and highly informed response to the question. • Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good attempt at analysis with a well informed response to the question. • Demonstrates a high degree of understanding and almost totally accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good attempt at analysis with a reasonably well informed response to the question. • Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited attempt at analysis with a limited response to the question. • Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic attempt at analysis with a basic response to the question. • Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

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

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

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

Section B

AVAILABLE
MARKS

Synoptic Assessment

Theme: Religious Texts, Authority and Interpretation

You **must** answer this question.

4 (a) “Religious texts are often open to misinterpretation.”

With reference to **one** example, analyse 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.
- Possible agreement that religious texts are open to misinterpretation and that even within a faith community there may be differences in interpretation of religious texts.
- Definition of a religious text with possible examples from various world religions – Old Testament/Torah in Judaism, Bible in Christianity, Qur’an in Islam.
- Discussion of the various interpretations of religious texts and how this can influence what one can learn from a text; literal and spiritual truths; fundamental and liberal interpretations; infallibility and change and development.
- Exploration of the differing views within Islam and how some more fundamental believers interpret texts in a way perhaps to suit their ideology – The Quran states that whoever kills themselves will be punished on the day of judgment, however some interpret other texts to support the use of suicide bombing as a method of attack during war.
- Consideration of the different views of Christian denominations on ethical issues such as abortion and how these views can be influenced by the interpretations of religious texts – the Roman Catholic Church’s teaching on abortion is that it is not allowed in any circumstances while the Methodist Church in Ireland remains the most open to allowing abortion in circumstances such as foetal abnormality or risk to the life of the mother.
- Consideration of subjective interpretation of texts and how religious texts may be used to support or defend an issue based on interpretation such as teachings in the New Testament on slavery – Paul implores Philemon to receive Onesimus, his slave back as “a beloved brother” implying freedom from slavery while other letters instruct slaves to obey their masters (1Tim 6:1–2, 1Pet 2:18) implying slavery is acceptable as long as slaves are treated well.

Accept valid alternatives

Mark in levels

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

(AO1)

[20]

- (b) With reference to other aspects of human experience, critically assess the view that religious texts are outdated and only cause conflict.

AVAILABLE
MARKS

Answers may include:

- Candidates must refer to other aspects of human experience.
- Agreement with the view that religious texts have no relevance to the issues facing modern society; religious observance is declining in many countries and therefore there is no need for the teachings contained in the religious text of a religion.
- Exploration of the teachings contained in various religious texts and how they may not contribute directly to issues facing modern society – The Bible has no direct teaching on climate change, but it does have a general teaching to care for the earth in Genesis; which may be interpreted as applying to the issue; likewise the Bible does not have a direct teaching on the issues of Euthanasia or the ethics of human reproduction such as IVF but again has teaching on respect for life that can be interpreted in a particular way by different faith communities and individuals within those faith communities.
- Discussion of literal, fundamentalist and liberal interpretation of religious texts in relation to the view that religious texts cause conflict within society – those with a more liberal interpretation of religious texts may find spiritual truths and applications to specific teachings which can be applied to societal changes, in the same way that prayer and fasting are found in Judaism, Islam and Christianity but differ only in form – it is an issue of interpretation of texts.
- Discussion of the religious texts of Islam and their application to Sharia Law and how some may consider the application of these teachings in some countries to be out of date and causing conflict such as clothing laws, views on the consumption of alcohol, views on homosexuality – punishable by the death penalty in Brunei, Iran and Yemen.
- Exploration of the rise of secularism and alternative religions that are not necessarily based on a religious text but on a philosophy or way of thinking such as Wicca, Zen Buddhism or humanist belief.
- Consideration of the role of individual conscience in making decisions rather than basing ethical decisions on a religious teaching.
- Possible counter claim that religious texts are still of great value to faith communities and are used in worship and practice; they are held in high regard such as the Qur'an in Islam; they preserve practices and history, foster community, provide a basis for ethical behaviour, provide a connection with the divine rather than cause conflict.
- Reflection on the fact that religious texts are used to teach and instruct and to help inform actions and ethical issues and decisions – Pope Francis' papal encyclical letter called "Laudato Si" declared that climate change is a moral issue that must be addressed in order to protect the earth and everyone on it.
- References to historical and/or contemporaneous examples to support claims.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access
Bands 3–5
(AO2)

[30]

Section B

Total

**AVAILABLE
MARKS**

50

50

150