



ADVANCED
General Certificate of Education
2022

Religious Studies

Assessment Unit A2 2

assessing

**Themes in Selected Letters
of St. Paul**

[ARE21]

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) Analyse **two** of the main themes in Paul's Letter to the Galatians.

Answers may include:

- Paul's letters written to provide theological and pastoral support.
- The main themes are developed throughout the Letter.
- Establishment of the Galatian Church.
- The theological context of the Letter.
- Response to the threat of Judaisers.
- Accusation that Paul was a liberal.
- Preservation of the Galatian Church.
- Unity of belief and practice in all Paul's foundations.
- Defence of the gospel.
- Defence of Paul's apostleship; conversion experience.
- Relationship with Peter.
- The purpose of the Law in God's plan of salvation.
- The inadequacy of the Law.
- Justification by faith not the Law.
- Explanation of Christian Freedom; freedom to love and serve.
- Life in the Spirit vs life in the flesh.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the claim that an understanding of Paul's moral teaching in Galatians and 1 Corinthians is still important for Christian living.

AVAILABLE
MARKS

Answers may include:

- Evidence should be drawn from Corinthians and Galatians.
- Consideration of topics dealt with which may be helpful to Christians today.
- Attitudes to sexuality.
- Attitudes to immorality.
- Attitudes to marriage and divorce.
- Attitudes to other faiths; atheism.
- The necessity of love.
- Life in the 'flesh'.
- Freedom to serve in love.
- Attitudes to religious law.
- Reliance on the Holy Spirit.
- Consideration of the extent of the relevance of Paul's teaching due to the ancient nature of the texts.
- Changes in society and attitudes.
- Topics which may no longer be relevant, e.g. food offered to idols, circumcision.
- Paul's expectation of the parousia.
- The high demands made by Paul of the moral behaviour of the Christian.
- How Paul's moral teaching has to be understood within the culture of his time.
- How Paul's moral teaching influenced Situation Ethics.
- The challenges presented by moral relativism and the need for certainty in moral living.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

- 2 (a) With reference to the text of 1Corinthians, outline Paul's teaching on divisions and wisdom.

AVAILABLE
MARKS

Answers may include:

- Paul established the Corinthian Church on 2nd missionary journey.
- Reports from Chloe's people about the divisions.
- Advice sought from Paul on various issues.
- Reasons for division.
- Dissolute living prior to the wisdom of the Gospel.
- Corinthian Church included people of different spiritual and intellectual backgrounds.
- Division occurred over leadership.
- Church divided into four main groups with different spiritual allegiances. Paul, Peter (Cephas), Christ, Apollos.
- Understanding of each group's allegiance.
- Paul's solution found in Christ.
- Unity essential to the Church.
- God's wisdom and human wisdom.
- The foolishness of human wisdom.
- Pride in the Corinthian Church.
- Possible gnostic influence on understandings of wisdom and morality.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) With reference to the Letters studied, critically evaluate the claim that Paul sought only to comfort and encourage the communities for whom he wrote.

AVAILABLE
MARKS

Answers may include:

- An attempt should be made to refer to all of the Letters studied.
- Significance of the fact that these Christian communities were in their infancy.
- Paul's role as pastor and teacher.
- Paul's personal investment and concern for the fledgling churches.
- Paul deals with many other issues but may be offering comfort and encouragement rather than correcting.
- Consideration of Paul's aim to guide and protect the Galatian Church from false teaching, distortion of the gospel and division.
- Consideration of Paul's reasons for writing to the Corinthian Church, to guide and protect the Church from division, immorality, confusion, inappropriate worship.
- Consideration of the extent to which Paul's only goal was the spread of the gospel, from Jerusalem to Rome, did not want the spread of the gospel to be hindered by existing churches such as the Corinthian Church and the Galatian churches.
- Consideration of Paul's seeking to encourage the Ephesian Church in a foreign culture.
- Consideration of how Ephesians contains variation on classic Pauline theology and new ecclesiology, as well as encouragement.
- Paul's interest in defending his apostleship, e.g. Galatians.
- Paul's interest in maintaining correct theology, e.g. Corinthians and Ephesians.
- The extent to which it was Paul's only interest.
- Paul uses strong language or is highly corrective to the churches which he is writing to, e.g. 'infants in Christ', 'you foolish Galatians', 'to warn you as my dear children', 'in Christ Jesus I became your father'.
- Paul's disciplinary character within the context of love for his Christian communities – the idea of firm love.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Outline Paul's teaching on God's plan for salvation in his Letter to the Ephesians.

AVAILABLE
MARKS

Answers may include:

- Possible reference to the late date of Ephesians, with a shift to the incorporation of Gentiles to the community of faith.
- Spiritual Blessings; from the Father; from the Son; from the Holy Spirit.
- Paul's first prayer for the Ephesians; receive God's wisdom and revelation; understand their great inheritance.
- What it means to be Alive in Christ; from despair to hope by God's love and mercy.
- The position of Gentiles without Christ; without hope; aliens.
- New unity in Christ for Gentiles; barrier destroyed by the death of Christ; purpose to create one humanity out of two.
- The position of Gentiles as believers in Christ; a new community; fellow citizens; Jesus as the cornerstone of the new community.
- Always God's plan to offer salvation to the Gentiles; equal status to Jews and Gentiles.
- Consideration of the relationship between salvation and reconciliation, including the cosmic dimensions of this.
- Paul's role in revealing this mystery; chosen and enabled through the grace of God.
- Paul's second prayer for the Ephesians; they are strengthened by the Spirit; rooted in Christ; encouraged to spiritual maturity; all things happen through the power of God.
- Possible consideration of how the increasingly institutionalised church assumes a prominent role in the story of salvation.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically evaluate the view that the Letter to the Ephesians has no relevance for a modern understanding of family life and relationships.

Answers may include:

- An ancient text which needs updated.
- Modern context is so different that it does not apply.
- The household of the first century Greco-Roman world was hierarchical, with the adult male firmly entrenched at the top.
- Consideration of the Pauline House codes, including how they can be viewed as an accommodation to Greco-Roman culture.
- How some Christian communities hold to the teaching of Ephesians on the subservience of women to their husbands.
- Spousal love of Christ for the Church exemplified by Paul.
- Modern relevance found in St John Paul II teaching “On the Dignity and Vocation of Women” and/or Anglican and Reformed perspectives on the role of women.
- The teaching on family relationships, e.g. children show respect for their parents; parents honour obligations and responsibilities towards their children, is still relevant.
- The status of women has changed dramatically, submission is not acceptable, e.g. “Times Up “ campaign; equality.
- No longer relevant, it can lead to discrimination of women.
- Personal relationships have developed and attitudes have changed, e.g. divorce, living together, same sex relationships.
- Slavery abolished in much of the world.
- Teaching applied to employer/employee relationship.
- Word of God, timeless in terms of relevance, presents ideals.
- How Paul’s advice has to be understood within the context of its time.
- How Paul’s teaching can be seen to be counter-cultural.
- Paul’s teaching as setting high standards.

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: Controversy, Division and Reconciliation

You **must** answer this question

- 4 (a) “Reconciliation is at the heart of religion.”
With reference to **one** example, present a case for this statement. You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- Specific reference to one example.
- Explicit evidence of how reconciliation is at the heart of scripture or religious texts.
- Consideration of how scripture and religious texts foster reconciliation.
- Consideration of how scripture or religious texts can bring about division.
- Identifying examples of reconciliation that have stemmed from religious belief.
- Historical and/or contemporary examples of reconciliation characterizing the Christian mission, e.g. Corrymeela and how this has impacted on divided communities in N.I., other examples such as Martin Luther King, St Francis of Assisi, Pope Francis, South African Truth and Reconciliation Commission.
- Historical or contemporary examples of reconciliation in other faith traditions, e.g. Holocaust Reconciliation Project.
- Consideration of how reconciliation impacts the lives of religious believers, e.g. Richard Moore.
- Consideration of the impact of reconciliation on religious practice, e.g. worship, authority, equality.
- Consideration of the truth of this statement.

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)** Critically assess the view that religion often fails to resolve conflict.
You must refer to other aspects of human experience in your answer.

Answers may include:

- Consideration of why conflict seems inherent in religion, the need to acknowledge this, struggle with it and handle it in the most positive way possible.
- Religion as a cause of division and conflict that can last centuries.
- The extent to which religious conflict can have a negative impact on those outside religious communities, e.g. same-sex marriage debate.
- How religion can seem to be more concerned with 'issues' than 'people', e.g. rule keeping, access to sacraments.
- How religious communities can seem to be out of touch with current thinking, scientific and technological advances and seem dated, e.g. issues around fertility treatment, social media.
- How moral debates can appear to be judgmental or exclusive to those outside the faith community, e.g. people in second unions.
- How the interpretation and application of scriptures, competing truth claims, new challenges, how sacred texts can be used and abused, e.g. Leviticus.
- The role of religious people in resolving conflict, e.g. Fr Alec Reid and Rev Harold Good in N Ireland conflict; Dalai Lama.
- The impact of conflict on individuals, leaders, or communities, historical or contemporary, e.g. Dutch Reformed Church.
- How religious conflict may make faith unappealing as it is inevitable that people will disagree over religious ideas.
- Reasons why faith communities may be appealing in the modern world despite conflict, e.g. sense of community, belonging, spiritual and not material.
- How all three of the Abrahamic faiths contain strong warrants for peacemaking.
- The idea of being the best exemplar of one's faith tradition as a way to resolve conflict.

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[30]

50

Section B

50

Total

150

**AVAILABLE
MARKS**