



Rewarding Learning

**ADVANCED
General Certificate of Education
2022**

Religious Studies

Assessment Unit A2 6

assessing

Islam in a Contemporary Context

[ARE61]

MONDAY 20 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 Section A

- 1 (a) Examine some of the reasons why prophets are central to the Islamic faith.

Answers may include:

- The idea of the line of the prophets in Islam, there are many of these, the line of the prophets, stretching from Adam to Muhammad.
- Messengers are in the line of the prophets, Allah gave them a written revelation, e.g. Abraham, Moses, David, Jesus and Muhammad.
- Muhammad is the final prophet or Seal of the prophets.
- Allah is so transcendent that he needed a conduit to transmit his message to humanity which he did through the prophets.
- Allah did not want to leave humanity without guidance and sent prophets.
- Allah attempted to communicate with humanity many times, but each time the hearers of the message corrupted the message and so Allah needed to try again.
- The Qur'an, the final revelation through the prophet Muhammad was not corrupted and was perfect.
- The prophets revealed the truth about Allah.
- This enabled humanity to be submissive and to follow the clear straight path of Islam and ensured an afterlife in paradise.
- The Qur'an outlines key Islamic beliefs: Allah, Angels, Prophets, Qur'an, Last Days and Afterlife.
- Possible reference to the two types of prophets – Rasul and Nabi.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “Angels are more important than human beings in Islamic belief.”
To what extent is this statement true?

AVAILABLE
MARKS

Answers may include:

- Consideration of the nature of Allah, the omnipotent, omnipresent, omniscient, transcendent but needed angels to fulfil roles for him.
- Consideration of the Muslim belief that although the Qur’an is the miracle of Muhammad, it was revealed to him by Allah via the angel Gabriel.
- Consideration of the role of angels in Muhammad the Prophet’s life: the Night of Power, the revelation of the Qur’an, the Night Journey when Muhammad was given a vision.
- Consideration of the many angels described in the Qur’an: Jibrail, Mikail, Izrail, Israfil.
- Consideration of the ideas of good and evil in Islam: Jinn who can lead astray, Shaytan who rebelled against Allah.
- Consideration of the role of angels on the Last Days: blowing the trumpet to announce the end of the world, Israfil.
- Consideration of the role of angels in guarding heaven, Mikail.
- Consideration of the role of the recording angels who record the good and bad deeds of humans, which will be the basis of the final judgement and the destiny assigned to humans, heaven or hell.
- Consideration of the significance of human beings/ prophets in revealing the Qur’an throughout history, and the importance of Muhammad.
- The importance of Muhammad as the perfect example of how to live, the Sunnah and Hadith.
- Consideration of the significance of human beings as Allah’s vice regents, carrying out his will on earth, the Greater Jihad.
- Consideration of the nature of Allah who is all powerful and is more important than angels or humans.
- Allah is the starting point for all of the other beliefs.
- Consideration of the possibility that Allah’s will would have been done in another way if not through the angels and prophets.
- Consideration of how the belief in predestination shows clearly that Allah is in control, willing everything, angels and humans are merely servants, submission is to him alone.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

- 2 (a) Outline how the debate over leadership contributed to the division of Islam following Muhammad's death.

AVAILABLE
MARKS

Answers may include:

- Consideration of the significance of the dispute over leadership in Islam.
- Consideration of the crisis caused by Muhammad's death.
- Consideration of the problem of there not being an obvious successor.
- Consideration of the two views which existed when Muhammad died: the role of caliph should be elected; the role of caliph should be inherited, using the family line.
- Consideration of the long process of the community splitting and the many key points and key personalities along the way.
- Consideration of the contribution of the first four caliphs in not being able to deal successfully with the rebellious and corrupt governors.
- Consideration of the contribution of Ali, his weakness, being tricked into negotiating with Mu'awiya, Ali's resignation from being caliph, the breaking away of the Kharijites.
- Consideration of the role of Mu'awiya, his ambition, his refusal to comply with the caliphs, his corruption, his appointing of his own son Yazid instead of Husayn as agreed with Ali.
- Consideration of the contribution of Husayn and his supporters who went to battle at Karbala, were seriously outnumbered and were defeated with Husayn martyred.
- Consideration of how the Shi'a broke away and formed a distinctive group.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically evaluate the suggestion that, for Sunnis, Shi'a Islam is a heresy.

AVAILABLE
MARKS

Answers may include:

- Consideration of aspects of Shi'a Islam which may seem like heresy.
- Consideration of the Shi'a belief in the Hidden Imam, who is semi-divine, did not die but disappeared, continues to lead the community, will return at the end of time as the Mahdi.
- The belief that the Hidden Imam is semi-divine has caused controversy in the Islamic community as the Sunni community accuse the Shi'a of shirk, the unforgivable sin as they have taken away from Allah's oneness.
- The belief that the Hidden Imam continues to guide the Muslim community seems to undermine the orthodox teaching that Muhammad is the final prophet and brought the final revelation in the Qur'an.
- Consideration of aspects of Shi'a Pillars which may seem unacceptable, and have brought innovation.
- Consideration of how Ali has been added into the Shahadah, e.g. ' . . . and I bear witness that Ali is the friend of Allah', which may seem like heresy.
- Consideration of Salah and how the head is prostrated onto baked mud tablets from Karbala, and may seem to overly honour Husayn and seem like shirk or heresy.
- Consideration of how Shi'a want to show that only they are truly submitting to Allah and this is seen in the increased amount of money given as Zakat.
- Consideration of how Shi'a want to show that only they are truly submitting to Allah and this is seen in how Shi'a fasting is longer during Sawm.
- Consideration of how additional places are visited as well as Mecca on Hajj, due to the honouring of Ali and Husayn which could seem like shirk or heresy.
- Consideration of the rituals carried out each year at Karbala, beating backs, wounding heads with chains and blades, chest beating, reenacting the Battle of Karbala and martyrdom of Husayn, the images of Husayn, beliefs relating to salvation through belief in Husayn's death, which could seem like heresy.
- Consideration of the extent to which these different beliefs and practices can be considered to be heresy.
- Consideration of how the Shi'a adhere to the same key beliefs and pillars but have simply added to them to show their distinctive beliefs, to honour key people and desire to show their devotion to Allah.
- Consideration of how the Shi'a may equally feel that they are the only group who have remained faithful to Muhammad, Ali and the ideal of inherited leadership.
- Consideration of how Sunni and Shi'a may cooperate successfully in the world today and may even worship together, the significance of geographical context.
- Consideration of how there may be evidence of conflict between Sunni and Shi'a in the world today as a result of differing beliefs.
- Consideration of how the differences could be more political and economic than religious.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

- 3 (a) Outline the teaching of Islam on abortion with particular reference to the issue of risk to the life of the mother.

AVAILABLE
MARKS

Answers may include:

- Consideration of the view that abortion is considered acceptable if the mother's life is in danger.
- The woman's life takes priority as she is the source of life and not just a potential life.
- Consideration of the time limit as to when an abortion can be carried out, which is related to beliefs about ensoulment, 40 days/6 weeks or 16 weeks.
- Consideration of the Islamic view of life and the value of life, given by Allah, its length is determined by Allah.
- Consideration of the view that abortion is totally unacceptable, any time after conception is a sin and the more the foetus develops, the greater the sin.
- In cases of rape, abortion is still seen as unacceptable.
- In war, some cases of abortion due to rape were allowed because the children could become enemies of Islam.
- Some scholars may allow abortion in cases of extreme abnormality.
- Consideration of how the growth of feminism within Islam, may impact ideas about abortion.
- Consideration of how the teaching of Islam may be applied in different ways in different contexts.
- Improvement in the treatment of women compared to pre-Islamic Arabia.
- Surahs of the Qur'an may be referred to, e.g. Surah 5:32, Surah 53:42–47, Surah 16:61, Surah 6:151, Surah 81:7–9,11,14.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “Assisted conception is acceptable because of Islam’s strong emphasis on the importance of the family.”
Critically assess this claim.

Answers may include:

- Consideration of the Islamic emphasis on the family, the expectation that people will get married and have children.
- There are clearly defined roles for men and women within a family.
- The family is seen as the foundation stone for society.
- Children are seen as a gift from Allah.
- Consideration of the Muslim view which accepts the use of IVF treatment to assist a childless couple, using their eggs and sperm.
- The debates within Islam do not focus on the status of the embryo or its destruction.
- Consideration of how some Muslims do not accept medical intervention in relation to childlessness, a couple must accept that it is the will of Allah.
- Consideration of the clear limitations found within Islamic teaching in relation to the use of IVF.
- Consideration of the rejection of sperm donors.
- Consideration of the rejection of egg donors.
- Consideration of the view that the involvement of a third party is morally equivalent to adultery.
- Consideration of the rejection of surrogacy by Islam.
- Consideration of Islamic attitudes to adoption, of children conceived by an unacceptable use of IVF is considered unacceptable.
- Consideration of the acceptability of polygamy but not surrogacy by Islamic teaching.
- Consideration of the Islamic ideal of family life but not at any price.
- Consideration of how Islamic teaching only envisages and offers assisted conception to the traditional family and not alternatives e.g. same sex couple or single parent.
- Consideration of how views on assisted conception could vary greatly, e.g. depending on geographical context, religious community.

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: Conflict, Freedom of Belief and Orthodoxy

You **must** answer this question

- 4 (a) “A key role of religion is to uphold human rights.”
With reference to **one** human rights example, discuss this statement. You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- Specific reference to one human rights example, e.g. the system of apartheid in South Africa; advocacy of the right to life.
- Consideration of key ideas and beliefs within religious traditions which are focused on human dignity, equality, respect.
- Consideration of the role of key people who have tried to address injustice and uphold human rights, e.g. Martin Luther King, Oscar Romero, Archbishop Desmond Tutu.
- Consideration of the role of key people who have been motivated by religious beliefs to uphold human rights.
- Consideration of how religious ideas and beliefs can change and create different perspectives on issues relating to human rights, depending on historical context or scientific discovery.
- Consideration of key religious groups who have desired to uphold human rights.
- Consideration of the significance of sacred texts and their interpretation as a source to defend human rights.
- Consideration of the impact of religious communities in defending human rights or creating religious coercion and loss of rights, for those within the religious community and those outside of the community.
- Consideration of how religion could be used as a basis for human rights abuses.

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 though religious truth can never change, reformation is essential if religion is to survive. You must refer to other aspects of human experience in your answer.

Answers may include:

- Consideration of reasons why religion may need to reform.
- Religious beliefs and attitudes may need to change or develop in the light of a changing society.
- Religion may be open to corruption and may need correction.
- Religion may need to reform if it has become too closely aligned to a political stance which excludes people.
- Religion may need to reform in the face of social injustice.
- Religion may need to reform in order to remain relevant or appealing to future generations.
- Religion may need to be open to new scientific discoveries or innovations.
- Consideration of key people, groups or movements which sought to bring religious reform.
- Consideration of whether it is religious fundamental beliefs or morality which need to reform or whether it is more superficial reform.
- Consideration of reasons why religion does not need to reform in order to survive.
- Religion is concerned with absolutes which will never change and cannot change or reform, religious truth as eternal and immutable.
- Consideration of whether or not fundamental beliefs can or should change.
- Consideration of the possible limitations of human understanding of the divine, the need for humility and room for doubt.
- Consideration of the significance of sacred texts/holy books, the word of God and timeless relevance.
- Many religious adherents find security in the knowledge that the roots of their faith will not change or reform.
- The survival of faith is under the authority of God and human reform will make little difference.
- Ecclesia semper reformanda est (the church must always be reformed).
- The issue of competing truth claims across the plurality of religions.

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