



ADVANCED
General Certificate of Education
2023

Religious Studies

Assessment Unit A2 1

assessing

Themes in the Synoptic Gospels

[ARE11]

FRIDAY 9 JUNE, AFTERNOON

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.

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) Using one example from Luke's Gospel, explain the methodology of characterisation in Narrative Criticism.

Answers may include:

- Definition of Narrative Criticism – text centred approach to criticism.
- Examination of the Narrative Criticism methodology of characterisation to include possible consideration of:
 - Characterisation is the way characters are portrayed.
 - Characters can expose their personalities through their actions and gestures, or character traits attributed to them.
 - Static or dynamic characterisation.
 - Round or flat characterisation.
 - Stock, foil and walk on characters.
 - Characters can inspire empathy, sympathy, or antipathy.
- Inclusion of examples of the process in Luke's Gospel such as:
 - Luke 19:1–10 Zacchaeus – round, dynamic character, inspires empathy despite negative traits.
 - Luke 7:36–50 the woman who anoints Jesus at Simon the Pharisee's house – a marginalised character whose personality and traits are expressed through her actions.
 - The disciples are portrayed as dynamic characters while Jesus is static throughout the Gospels.
- Any other relevant textual example.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the claim that biblical criticism has been totally negative in its influence.

AVAILABLE
MARKS

Answers may include:

- A critique of biblical criticism citing issues such as:
- The work of biblical critics in the 19th Century – many of whom started off with irrational prejudices and to undermine the credibility of the Bible.
- Some believe that biblical criticism is destructive to Christian belief – that it challenges the reliability of scripture as the word of God.
- Consideration of the view of Linnemann that the disadvantages of biblical criticism in relation to it being a negative influence outweigh any advantages.
- Reflection on the view that the Bible is not a history in the modern-day sense and therefore cannot be judged as such.
- Biblical criticism promotes the disunity of some scripture passages as an argument for discrediting the whole of scripture.
- An element of speculation has led some to treat biblical criticism with suspicion and therefore painting a negative picture of biblical criticism overall.
- If it is not recognised that the Bible is inspired by God, it can rule out inspiration and such scientific assessments. The Bible was not written for critics and biblical criticism can therefore inspire a negative influence towards the text.
- Possible reflection on the limitations of historical and new literary criticism such as: Source Criticism does not consider the oral tradition behind the written sources or explain where Mark or 'Q' originated.
- Possible counter claim that biblical criticism has been a valuable source of understanding and a positive driving force in learning more about the relationship between the Synoptic Gospels.
- Reflection on the fact that biblical criticism has helped recognise the original sources used by the Evangelists. This can help provide further understanding about how the evangelist used them.
- Biblical criticism has also helped establish the earliest written documents about Jesus and helped uncover the authenticity of material on the life of Jesus when coming from multiple sources.
- How Source Criticism has contributed much to the role of Luke as a reliable historian.
- How Form Criticism reveals Luke as a story teller.
- How Redaction Criticism reveals insight into Luke as a theologian.
- How Narrative Criticism enables theologians to interpret scripture in innovative ways that engage modern believers.
- Consideration of the views of Bultmann, Voltaw, Fuchs and any other relevant scholarship.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) "The title 'Son of Man' used in Mark's Gospel displays the humanity of Jesus."

Present a case for this statement.

Answers may include:

- Explanation of Christology, definition, and possible scholarly mention, e.g. Cullman, Vermes, Brown.
- Consideration of the understanding and nature of the person of Jesus and his divine identity has gone through a period of change and development.
- Son of Man literally means son of a human.
- Self designation meaning "I" or "this person here".
- Jewish in tone, used to denote humanity.
- Used by the Prophet Daniel to describe a heavenly figure who was also human. Came to mean human and divine.
- Exploration of how Mark presents the title "Son of Man" in his Gospel.
- Reflection on Mark's use of the title 'Son of Man' such as:
 - The humanity of Jesus as one who is both human and divine, used prolifically in Mark to speak of Jesus' suffering and death and his authority on earth, expresses the humanity of Jesus.
 - Consideration of Mark's low Christological approach focusing on the humanity of Jesus.
 - Reflection on Mark's motif of the Messianic Secret and how this influences his Christological outlook, keeping Jesus' divine identity a secret. Possible mention of Wrede in relation to this motif and how this may explain Mark's use of Son of Man in relation to the humanity of Jesus.
 - Consideration of the fact that it is only after the death of Jesus that Mark has Jesus recognised as the divine Son of God, up until this point Son of Man is Mark's preferred title.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE
MARKS

- (b) Critically evaluate the view that Jesus' attitude to wealth and poverty was relevant in his own time and is still relevant.

AVAILABLE
MARKS

Answers may include:

- Consideration of the claim in relation to Jesus' ethical teaching on wealth and poverty:
- Concurrence with the claim that Jesus' message holds significant truth and is still relevant such as:
- The teaching of Jesus to the Rich Young Man that wealth can be a barrier to entry into the Kingdom of God and the relevance of this message to modern society on the dangers of greed for money, possessions, and power. The consequences of greed in modern society. The rise of the cult of celebrity.
- The parable of the Rich Fool and Jesus' message on guarding against the selfish use of wealth, the duty of those who are wealthy to help others. Modern examples of philanthropic acts to support the relevance of the message in society today, e.g. Bill and Melinda Gates, Chuck Feeney.
- Riches in heaven and the perpetual message of treasures in heaven as opposed to the misleading joy of earthly affluence.
- The widow's mite which expresses the continuing and relevant message about how God will judge an individual's worth by their actions and not how much they possess.
- Reflection on the relevancy of Jesus' attitude and teachings on wealth and poverty in modern society and how more than ever the ethical teachings of Jesus on wealth and use of it is increasingly relevant in society.
- Possible counter claim that Jesus' message in relation to wealth and poverty was of its time but the world has changed and attitudes to wealth and poverty have changed so that the message is now irrelevant.
- The views of prosperity Christians who believe that wealth is a gift from God and a reward for righteous action.
- Consideration of the place of wealth in modern society and how possession of wealth is essential for modern living.
- The continuing need to challenge consumerism, materialism and individualism.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Examine the distinctive features of Matthew's account of the death of Jesus on the cross.

AVAILABLE
MARKS

Answers may include:

- Exploration of Matthew's distinctive features in his account of the death of Jesus (Matthew 27:45–56) and their theological significance such as:
- Matthew and Mark agree exactly on the timing of darkness over the land – in Matthew's account there is similarity to Exodus 10:22 which is distinctive to Matthew and bonds with his use of apocalyptic imagery.
- Matthew uses 'Eli, Eli...' which is the authentic Hebrew rather than 'Eloi, Eloi...' which also may better explain why the bystanders were calling Elijah.
- Matthew has specifically distinctive reactions to Jesus' death in that he reports the curtain of the Temple was torn in two and accompanied by an earthquake.
- Matthew also distinctively has the tombs opening and the dead being raised and appearing to many accompanying Jesus' death.
- The theological significance of Matthew's apocalyptic imagery.
- Consideration of Matthew's Christology – Jesus' death is an extraordinary event accompanied by earthquakes and the dead rising from their graves.
- Matthew has the Roman Centurion's declaration that Jesus was the Son of God in line with Mark's account.
- Reflection on Matthew's ecclesiology and the importance of Jesus fulfilling Old Testament Scripture.

Accept valid alternatives

Mark in levels
(AO1)

[20]

- (b) “In his portrayal of the death of Jesus, Mark emphasises the total abandonment of Jesus, yet in Luke’s version it is the opposite.”
Critically assess this claim.

Answers may include:

- Consideration of the claim citing points such as:
- Mark’s emphasis that Jesus’ suffering was because of loneliness and abandonment.
- In Mark’s account of the death of Jesus, the disciples forsake Jesus after falling asleep in Gethsemane and running away during the arrest. Peter also denied Jesus and Judas betrayed him.
- Mark depicts Jesus at his death as completely alone.
- Mark’s words from the cross stress this abandonment as even God, his Father, has forsaken him in his hour of need.
- Mark’s emphasis on the scandalous nature of everything and how this is depicted through a very stark account.
- In Luke’s Gospel, Jesus’ death is part of God’s plan where Jesus’ suffering is internalised. Luke presents a dignified picture of Jesus remaining composed and in control.
- Luke’s account offers a picture of Jesus who far from being abandoned comforts those around him. He meets the women and comforts them.
- Luke suggests that the eleven are present with the women standing and watching the death of Jesus, therefore he does not have Mark’s portrait of desertion.
- Possible counterclaim that in Mark’s account Jesus is not abandoned as the women and Joseph of Arimathea serve as companions with Jesus throughout his hour of need; how the cry of dereliction of Jesus on the cross, is from Psalm 22 which ends on a note of triumph.
- Luke’s Gospel reflects his high Christological approach, therefore he does not want to show the failings of the disciples abandoning Jesus as by the time of Luke’s writing they were the heroes of the Early Church. It is an editorial rather than historical depiction by Luke of the disciples.
- Luke’s account is a big-hearted portrayal of the disciples, but he only implies the disciples were within the larger group who witnessed the death of Jesus.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

Section A

100

**AVAILABLE
MARKS**

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 leaders have had extensive influence on society.”
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 a case for the statement using one example.
- Possible agreement that religious leaders had significant influence over issues in the past with reference to examples.
- Exploration of the views of society about the role of religious leadership and how those views can impact on religious leadership, e.g. divinely appointed leaders versus irrelevant and outdated figureheads.
- Consideration of the role of religious leadership on moral issues in the past, e.g. abortion, same sex partnerships, unmarried mothers and how their influence is no longer as strong in modern society.
- Possible reflection on how the influence of religious leaders has decreased due to the rising trend towards secularism and how their contribution has been undermined due to the negative actions of a minority of their contemporaries.
- Examples of how secular laws have been shaped by religious leaders, e.g. Martin Luther King and the civil rights movement in America and the continuing influence of such leadership as in the Black Lives Matter movement.
- Consideration of the role of Christian organisations such as the Christian Institute and the Iona Institute in making pronouncements about current affairs and supporting Christians who take a particular stand on moral issues.
- Discussion of the continuing role of religious leaders in making pronouncements on various issues, e.g. Pope Francis on the environment, the Dalai Lama on human rights, Rowan Williams on wealth tax.
- Reference to the role of religious leaders in a range of world faiths.

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 evaluate the view that evil is the only cause of all pain and suffering.

Answers may include:

- Candidates must refer to other aspects of human experience.
- Possible agreement with the view that evil is the cause of human suffering with reference to moral and natural evil and alternative religious beliefs about the existence of evil.
- Consideration of the view that evil causes untold pain and suffering both individually and as a nation. The many examples of moral, natural and emotional suffering that can be explained by evil, e.g. murder, rape, theft.
- Analysis of the views of philosophers and theologians on the problem of evil and suffering, e.g. Christians and Genesis 3 'The Fall' in explaining the existence of evil in relation to pain and suffering. The Veda's explanation of evil as the absence of good.
- Reflection on the problem of suffering as a challenge to belief.
- Consideration of moral evil such as the holocaust or the Rwandan genocide and how the actions of others caused great suffering and pain.
- Discussion of the relationship between sin and suffering in religious belief, evil as emanating from sin.
- Alternative view that suffering is not evil, but it can be a consequence of evil. Suffering is an inevitable part of human experience and is therefore not as a direct result of evil.
- Consideration of the views of atheists/agnostics/humanists in relation to suffering.
- Reflection on Hinduism which views suffering related to one's own actions.
- Discussion of the role of free will in human pain and suffering. Are people intrinsically evil or is it just their actions that can be considered evil?
- Consideration of the necessity of suffering and the belief that it can serve some higher purpose in relation to human experience or religious belief.
- Particular problems presented by moral evil as against natural evil, e.g. systemic evil, the 'banality of evil' (Hannah Arendt), the slaughter of innocents.
- 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