



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2024**

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**Religious Studies**

**Assessment Unit A2 6**

*assessing*

**Islam in a Contemporary Context**

**[ARE61]**

**MONDAY 17 JUNE, AFTERNOON**

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

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

## Section A

AVAILABLE  
MARKS

Answer **two** questions from Section A

- 1 (a) Outline how human behaviour will be judged at the end of time according to the Islamic concept of Akirah.

Answers may include:

- An attempt to refer to the question directly.
- Consideration of the traditional Islamic understanding that Allah will bring the world to an end and is the ultimate Judge.
- Consideration of the belief that the dead will be resurrected and be united with the living.
- Consideration of the belief that all people will be judged on the Plain of Judgement.
- Consideration of how all people will stand naked before Allah.
- Consideration of the belief that all people will be given the book of their life to read out, this book has been compiled from the good and bad deeds recorded by the recording angels, the good deeds recorded by the angel on the right shoulder and the bad deeds recorded by the angel on the left shoulder.
- Consideration of the belief that the good and bad deeds will be weighed.
- Consideration of the importance of which hand the book is given in to, the right equals paradise and the left equals hell.
- Consideration of the view that the destiny decided for each person is for eternity.
- Judgement will also be based on the authenticity of each person's belief and their correct motivation.
- Consideration of how such texts are to be understood, literally or metaphorically, which would indicate that all deeds and motivations will be exposed and justice will be done.
- Consideration of the view that Allah 'the Compassionate and Merciful' may intercede to protect and reward those Muslims who tried very hard, had correct faith and motives but their bad deeds outweighed their good deeds.
- Consideration of how there may be a paradox in that Muslims will face judgement but Allah also wills everything.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) "Allah is both compassionate and merciful."

To what extent do you agree that this is the key understanding of God in Islam?

Answers may include:

- An attempt to make direct reference to the question and quotation.
- Allah is Compassionate towards humanity in many ways, the Creator of all and the provider.
- Allah is Merciful in that he sent many prophets to communicate with humanity.
- Consideration of the mercy shown in Allah's patience with humanity and persistence.
- Consideration of the mercy shown in the call of the Prophet Muhammad and the revelation of the Qur'an to guide humanity in this life and to secure their destiny in Paradise.
- Consideration of how Allah is Merciful because he can hold back punishment for those who have had good intentions but failed to be good vice regents.
- Consideration of the Ninety-Nine names of Allah found in the Qur'an which identify the many qualities which Allah possesses.
- Consideration of the key belief of Tawhid, the oneness of Allah.
- Consideration of how Islam is a strictly monotheistic faith.
- Consideration of the origins of Islam when polytheism was firmly rejected.
- Consideration of the Shahadah and how Muslims state regularly that there is no God but Allah.
- Consideration of the unforgivable sin of shirk, taking away from Allah's oneness.
- Consideration of how other key aspects of Allah's nature fall under his compassion and mercy.
- Consideration of other aspects of Allah which are also stressed within Islam.
- Allah is the Creator.
- Allah is the final Judge.
- Allah is Omniscient, Omnipresent, Omnipotent.
- Allah is Eternal.
- Allah is Transcendent and Immanent.
- Possible consideration of how the teaching of the Qur'an is to be understood when it comes to Allah being described as 'seeing' or 'hearing' things, e.g. literally, or in a poetic, metaphorical way (from al'Ashari).
- Possible consideration of debates relating to Allah being all powerful, willing good and evil, determining the destiny of people.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

2 (a) Discuss why Ali and Husayn are key figures in the origins of Shi'a Islam.

AVAILABLE  
MARKS

Answers may include:

- An attempt to refer to the question directly.
- Consideration of the extent to which Muhammad had left clear guidelines as to who his successor should be.
- Consideration of the opinion about leadership which emerged after Muhammad died, that the leadership of the community should pass to Ali, from the family line of Muhammad.
- Consideration of the majority view which was that the successor should have been with Muhammad in Mecca and Medina, of good character, selection would be on the basis of the agreement of the community.
- Consideration of how the first three caliphs were selected, the growing tension for those who supported Ali.
- Consideration of how the appointment of Ali as the fourth caliph pleased the entire Muslim community.
- Consideration of how Mu'awiya created conflict and division by tricking Ali into resigning from his position of caliph, not keeping the promise made to Husayn that he would be the caliph after Mu'awiya and instead putting his own son Yazid into leadership.
- Consideration of how the two views and the conflict became clear in the formation of the Shiat Ali (The Party of Ali) and the Battle of Karbala.
- Consideration of the significance of Husayn's death, seen as a martyr.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “Shi’a Muslims are radically different from Sunnis in all that they believe and do.”

Critically assess this claim.

Answers may include:

- An attempt to refer to the question directly.
- Consideration of how the Shi’a beliefs about leadership and the belief in the Hidden Imam has impacted other beliefs and practices.
- Consideration of Shi’a beliefs which are different, e.g. how Ali has been added into the Shahadah, e.g. ‘. . . and I bear witness that Ali is the friend of Allah’, which fundamentally alters the key belief in Tawhid, could even seem like shirk, the unforgivable sin.
- Consideration of how the belief in Prophets has been altered and Muhammad in particular, e.g. the final Prophet with the final message but the Hidden Imam can bring new revelations or interpretations.
- Consideration of how the final authority of the Qur’an could seem to be undermined by the belief in the Hidden Imam.
- Consideration of how the belief in going to Paradise in the afterlife has been altered to include the saving power of belief in Husayn’s death at Karbala; connotations of heresy.
- Consideration of Salah and how the head is prostrated onto baked mud tablets from Karbala, may seem to overly honour Husayn and could seem like shirk.
- 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, 2.5% plus 20% of savings and how Shia fasting is longer during Sawm, they fast until it is entirely dark.
- Consideration of how additional places are visited as well as Mecca on Hajj, such as Najaf and Karbala due to the honouring of Ali and Husayn, the rightful successors of the Prophet Muhammad according to the Shi’a.
- Consideration of the additional rituals carried out each year at Karbala, beating backs, wounding heads with chains and blades, chest beating, acting out the Battle of Karbala and martyrdom of Husayn, the images of Husayn on display.
- Possible mention of Muta marriages and their rejection by Sunnis.
- The practice of Taqiya, also rejected by Sunnis.
- Consideration of the accuracy of the description ‘radically different’.
- Consideration of just how distinctive or radically different the Shi’a are, as the fundamental beliefs and practices are still in place.
- Consideration of how denominational differences often emerge within a religion.
- Consideration of how the Shi’a would see themselves, perhaps not ‘radically different’ but holding true to the faith.
- Consideration of how Sunni and Shi’a often get along well and in some contexts worship together.
- Consideration of how these distinctive practices have caused conflict between the Sunni and the Shi’a.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

3 (a) Clarify the Islamic understanding of justice and punishment.

AVAILABLE  
MARKS

Answers may include:

- An attempt to directly address the question.
- Consideration of the Islamic belief that the source of all justice is Allah because Allah is just.
- Consideration of how the Islamic administration of justice and punishment is going to be impacted by the geographical location, and the extent to which it is possible to apply Islamic law.
- Consideration of the possibility of different understandings of Islamic law and punishment and the application of the four Shariah Law Schools (Hanifite, Malikite, Shafiite, Hanbalite).
- Consideration of the Islamic emphasis on fairness, e.g. the punishment should equal the crime, all people should be equal before the law, the accused is entitled to representation, guilt must be proven, there is a right of appeal.
- Consideration of Islamic understanding of crime, e.g. crimes against Allah, crimes against people, public crime and private crime, serious crime and less serious crime.
- Consideration of different punishments related to serious and less serious crimes.
- Consideration of the Islamic emphasis on public punishments because of the need for retribution and/or deterrence; deterrence as a key aim of punishment in Islam.
- Consideration of attitudes to reformation as a purpose of punishment.
- Particular views on capital punishment.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) "Suicide is the most challenging moral issue for Islam today."  
Critically evaluate this view.

Answers may include:

- Direct reference to the quotation.
- Consideration of key Islamic teachings which suicide would challenge, e.g. life is a gift, Allah is the source of life, Allah determines all things including the length of one's life.
- Consideration of the traditional Muslim view of suicide, that it is morally unacceptable.
- Consideration of the rising suicide rates and the mental health crisis which is impacting all communities.
- Consideration of how there have been suicide bombers who have committed atrocities in the name of Islam, even though it is not acceptable to the majority of Muslims, creating a dilemma for the community.
- Consideration of how the value of life itself has shifted and personal autonomy has increased in the west and elsewhere.
- Consideration of how suicide also relates to euthanasia and this may be a challenging moral issue for the Muslim community.
- Consideration of how more liberal views on euthanasia which have gained ground and media coverage in western Europe may challenge traditionally held Muslim views on euthanasia.
- Consideration of how an increasingly large elderly population and the quality of care for the elderly could impact the Muslim community.
- Consideration of other moral issues which could be more challenging for the Muslim community.
- Consideration of issues relating to relationships, e.g. the impact of western values in relation to dating, sex before marriage, living together, divorce, changing families, homosexuality, gender identification.
- Consideration of issues relating to fertility, e.g. abortion, fertility treatments using donors.
- Consideration of issues relating to secularism, e.g. nominal Muslims who are not highly committed to the faith or those who have abandoned the faith altogether.
- Consideration of issues relating to the treatment of women.
- Consideration of the impact of greater global issues, e.g. radicalization, economic challenges, war.
- Consideration of how the moral challenges could differ depending on the geographical context.
- Consideration of other challenges which could be greater for the Muslim community, for example, westernisation.

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"> <li>• An excellent attempt at analysis with a full and highly informed response to the question.</li> <li>• Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A sophisticated answer with a clear and coherent structure.</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar.</li> </ul>	[17]–[20]
4	<ul style="list-style-type: none"> <li>• A very good attempt at analysis with a well informed response to the question.</li> <li>• 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.</li> <li>• A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A mature answer with a mainly clear and coherent structure.</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar.</li> </ul>	[13]–[16]
3	<ul style="list-style-type: none"> <li>• A good attempt at analysis with a reasonably well informed response to the question.</li> <li>• Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A reasonably mature answer with some evidence of structure and coherence.</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	[9]–[12]
2	<ul style="list-style-type: none"> <li>• A limited attempt at analysis with a limited response to the question.</li> <li>• Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A limited answer with limited evidence of structure and coherence.</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar.</li> </ul>	[5]–[8]
1	<ul style="list-style-type: none"> <li>• A basic attempt at analysis with a basic response to the question.</li> <li>• Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A basic answer with basic structure and coherence.</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar.</li> </ul>	[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"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis in relation to other aspects of human experience.</li> <li>• An excellent attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• An excellent attempt at providing personal insight and independent thought.</li> <li>• A sophisticated answer with a clear and coherent structure.</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar.</li> </ul>	[25]–[30]
4	<ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis in relation to other aspects of human experience.</li> <li>• A very good attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• A very good attempt at providing personal insight and independent thought.</li> <li>• A mature answer with a mainly clear and coherent structure.</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar.</li> </ul>	[19]–[24]
3	<ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis in relation to other aspects of human experience.</li> <li>• A good attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• A good attempt at providing personal insight and independent thought.</li> <li>• A reasonably mature answer with some evidence of structure and coherence.</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	[13]–[18]
2	<ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis which struggles to relate to other aspects of human experience.</li> <li>• A limited attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• A limited attempt at providing personal insight and independent thought.</li> <li>• A limited answer with limited evidence of structure and coherence.</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar.</li> </ul>	[7]–[12]
1	<ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis which fails to relate to other aspects of human experience.</li> <li>• A basic attempt to evaluate aspects of, and approaches to, religion and belief.</li> <li>• A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments.</li> <li>• A basic attempt at providing personal insight and independent thought.</li> <li>• A basic answer with basic structure and coherence.</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar.</li> </ul>	[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) “Religious orthodoxy creates debate and division.”  
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:

- Consideration of the reasons why debates over orthodoxy arise within religious communities or philosophical groups, past or present.
- Consideration of the role of key people within religious communities in maintaining orthodoxy and preventing debate and division, e.g. ministers, pastors, Imams, rabbis, the Pope, the laity.
- Consideration of the role of key people in challenging orthodoxy and creating debate, e.g. leaders, individuals, the wider community.
- Consideration of how different orthodoxies can exist and cause debate and division, e.g. Jesus, Paul, Martin Luther.
- Consideration of how ideas about orthodoxy can change depending on historical context or scientific discovery and this can lead to debate and division.
- Consideration of the role of key people or groups who try to settle debates and prevent division over orthodoxy.
- Consideration of the significance of religious rituals, or other symbolic actions in debates over orthodoxy.
- Consideration of the significance of sacred texts which are central to religious communities in debates over orthodoxy, the word of God, timeless, unchanging.
- Consideration of the variety of ways in which debate and division, due to differing opinions, beliefs, interpretations, can impact individuals and communities, e.g. violent conflict (Stephen, Jesus, Paul), division (the Protestant Reformation, Martin Luther), the Troubles in Northern Ireland.
- Consideration of the impact of debate and division, in relation to orthodoxy, on religious communities and their willingness to adapt or change, to remain relevant, to be tolerant, be able to grow, to survive and to maintain faith.

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 claim that religion always contributes more to peace than to conflict.

You must refer to other aspects of human experience in your answer.

Answers may include:

- Reference to the specific question.
- Reference to other aspects of human experience, historical and/or contemporary.
- Consideration of fundamental beliefs and teachings which may promote peace making and conflict resolution, e.g. the teaching of Jesus, Buddhism.
- Consideration of the role of key people who have been inspired by their beliefs to work for peace and conflict resolution, e.g. Desmond Tutu.
- Consideration of the role and significance of organizations who have worked for peace and conflict resolution, e.g. Corrymeela, Four Corners Festival.
- Consideration of how particular historical or geographical settings have created issues which needed resolution, e.g. racism, slavery, sectarianism.
- Consideration of how bringing peace and resolving conflict can be a long process of changing minds and hearts at a personal, societal or government level, e.g. South Africa, systemic racism in the USA, William Wilberforce, Northern Ireland.
- Consideration of the impact of resolving conflict for individuals and communities, e.g. reduced violence, greater unity and cohesion.
- Consideration of the positive and negative reactions that can emerge from within religions to the people or organizations who strive to bring peace, e.g. Martin Luther King, Desmond Tutu, Jesus.
- Consideration of times when a religion could be the cause of conflict, e.g. sectarianism in Northern Ireland.
- Consideration of the involvement of religion in conflict, e.g. the Crusades, Jewish/Muslim relations.
- Consideration of times when religious leadership could be the cause of conflict, e.g. Jesus, Stephen, Martin Luther, Pope Francis.
- Consideration of times when religious communities could be the cause of conflict, e.g. denominational differences in Christianity, violence performed in the name of religion.
- Consideration of how sometimes controversy could be necessary in order to achieve progress and ultimately to bring peace and resolve conflict.
- Consideration of the greatest contribution of religion.
- Consideration of how religious believers can tarnish the name of religion.

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**