



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2025**

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**Religious Studies**

**Assessment Unit A2 2**

*assessing*

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

**[ARE21]**

**FRIDAY 30 MAY, MORNING**

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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 this Section

- 1 (a) Explain Paul's understanding of the conflict between the "flesh" and the Spirit in his Letter to the Galatians (5:7–6:10).

Answers may include:

- Comparison to runners in the race who have been put off course by the Judaisers.
- The Judaisers are compared to yeast that ruins a batch of unleavened bread.
- The Judaisers will ultimately pay the penalty for their false teaching.
- Paul drives home that his teaching is significantly different from the Judaisers. Paul suggests if the teaching is not significantly different from the Judaisers then Christ's death was for nothing.
- He asks the rhetorical question if his teaching, (specifically on circumcision), is not different from the Judaisers - Why are they still persecuting him?
- Paul draws practical conclusions from Christian freedom.
- Freedom is not unfettered self-indulgence. We cannot do simply what we want to do.
- Galatians are called to the freedom to love and true freedom is service to one another.
- Paul reminds the Galatians that the whole of the Law is summed up by the commandment: "You shall love your neighbour as yourself."
- Paul using a metaphor of biting/devouring/consuming and warns the Galatians that if they live a life of selfishness, they will destroy themselves.
- Instead, they should live by the Spirit and not the desires of the flesh.
- The Spirit and the "flesh" are against each other.
- Being 'led' by the Spirit means not being under the Law.
- Paul lists actions or "works of the flesh" to be avoided; they prevent entry into the Kingdom of God.
- Avoid sexual sins, e.g. fornication, impurity, licentiousness.
- Avoid religious sins, e.g. idolatry, sorcery.
- Avoid societal sins including hatred, jealousy, violence, anger, ambition.
- Avoid sins around alcohol, e.g. drunkenness and orgies.
- People who engage in these sins will not inherit the kingdom of God.
- Paul lists the fruits of the Spirit, e.g. love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.
- To live by Christ is to crucify the flesh.
- We must be guided by the Spirit.
- No conceit or divisions or envy.
- Paul goes on to speak of how the Galatians should restore members of the community who have transgressed, engaged in conduct of the flesh.
- They should do so in the spirit of gentleness, one of the fruits of the Spirit they have received.
- Paul encourages them to bear one another's burdens, and in this way, they will fulfil the law of Christ – love of neighbour.
- Finally, Paul warns them that God is not mocked: pursuits of the flesh will lead to corruption, but pursuing a life in the Spirit will lead to eternal life. You will reap what you sow.

- Scholarly opinion.  
Accept valid alternatives  
Mark in levels  
(AO1)

[20]

AVAILABLE  
MARKS

- (b) “Paul’s teaching on the Law provides guidance for Christians in every age, yet it also causes division.”  
Critically assess this view.

Answers may include:

- Consideration of the extent to which the ideas of the Law found in Galatians continue to divide Christians.
- Consideration of how different approaches and interpretation of Scripture could cause division, legalism and liberalism.
- Consideration of how different theological outlooks have developed in the Church, e.g. Christian anthropology, fundamentalism, modernism, monastic spiritualities.
- Consideration of how legalism may be expressed in the church today, e.g. Canon Law, Magisterium.
- Consideration of the sufficiency of ‘faith alone’ as found in Galatians.
- Paul’s teaching on justification by faith (Galatians 2) as having contributed to division around theological differences on the issue.
- Legalism in matters of rituals or sacraments, e.g. issue of Holy Communion for divorced and remarried Catholics; how the Presbyterian Church in Ireland forbids baptism of children of couples in same-sex relationships.
- Legalism in matters of lifestyle, e.g. religious clothing.
- Consideration of how these fundamental beliefs may bring a broad agreement, unity of belief and practice and inspiration to the Christian church, rather than division.
- Consideration of other areas which might cause disagreements or division within the church today, e.g. alternative understandings of religious authority.
- Different understandings of the Holy Spirit.
- Disagreement over women in leadership roles, e.g. Church of England and Catholicism.
- Division over homosexuality and church leadership, e.g. fundamentalism.
- The existence of scandals within the church and how they have been dealt with.
- How Paul’s teaching on the Law can provide guidance for Christians in every age.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

- 2 (a) Explain how Paul's image of the human body (12:12–28) clarifies his understanding of spiritual gifts in Corinthians.

AVAILABLE  
MARKS

Answers may include:

- Examination of 1 Corinthians 12:12–28.
- Use of the metaphor of the human body.
- The interconnectedness and interdependence of believers within the body of Christ.
- Each member contributes uniquely to the functioning of the whole.
- Paul emphasizes the unity of the body despite its diversity of parts.
- The human body is composed of many members, each with its own function.
- The body of Christ also comprised of diverse individuals endowed with various spiritual gifts.
- Diversity is not a cause for division or competition, rather a reflection of God's design for the church (1 Corinthians 12:12–14).
- Paul stresses the interdependence of the body's parts; the hand cannot say to the foot, "I don't need you".
- No sense of superiority or inferiority among believers based on their spiritual gifts (1 Corinthians 12:15–16).
- Every member plays a vital role in the body's overall function.
- Paul highlights the importance of each member exercising their gifts for the benefit of the whole; eye cannot fulfil the function of the ear.
- Each believer must utilize their unique gifts in harmony with others for the edification of the church (1 Corinthians 12:17–20).
- Spiritual gifts are not given for personal gain or recognition but rather for the common good.
- Paul emphasizes the idea of mutual care and concern within the body.
- When one member suffers, all suffer together; when one rejoices, all rejoice together (1 Corinthians 12:26).
- Communal ethos; Corinthians to move beyond individualistic pursuits; cultivate a sense of solidarity and empathy within the community.
- Scholarly opinion.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “All of Paul’s teaching is based on love.”

With reference to any **two** of the Letters you have studied, how far do you agree with this claim?

AVAILABLE  
MARKS

Answers may include:

- Specific reference to any **two** of the Pauline Letters.
- Paul played a crucial role in shaping the moral teachings of the early Christian communities.
- Theme of love crucial in Pauline ethics.
- Awareness of other possible competing issues, e.g. Paul’s strictness, dominant leadership, attitudes to women, insistence on righteousness, focus on salvation by faith alone.
- **“Love” in 1 Corinthians.**
- Paul addresses various moral and ethical issues prevalent within the Corinthian church.
- He confronts divisions, immorality, and abuses of spiritual gifts.
- Paul emphasizes the centrality of love as the guiding principle for moral behaviour.
- 13:1–13, known as the “Love Chapter”.
- Love as the supreme virtue that surpasses spiritual gifts, knowledge, and even faith.
- Love, as he presents it, is patient, kind, and selfless – an attribute that should permeate the lives of believers.
- Paul uses love as a benchmark against which all other actions and gifts are measured, highlighting its indispensability.
- Paul connects love to the fundamental teachings of Christ.
- 1 Corinthians 8:1-3, he stresses that knowledge alone puffs up, but love builds up.
- He urges the Corinthians to prioritise love for one another, avoiding actions that might cause others to stumble.
- **“Love” in Ephesians.**
- Implications of God’s love and its transformative power.
- Christ’s sacrificial love as the unifying force that brings reconciliation between Jews and Gentiles; a new humanity in Christ.
- In Ephesians 5:1–2, where Paul encourages believers to imitate God by walking in love, just as Christ loved them and gave himself up for them.
- Paul uses the metaphor of a marital relationship; significance of love in human interactions.
- The selfless love between husbands and wives as a reflection of Christ’s love for the Church; mutual respect, submission, and sacrificial love within the marriage covenant.
- **“Love” in Galatians.**
- Primarily addresses issues of legalism and justification by faith.
- Paul’s ethical teachings still centre on love.
- Galatians 5:13–14; serve one another through love, avoiding the extremes of legalism and license.
- True freedom is found in loving service to others, guided by the Spirit.
- Love as the foremost characteristic of the believer.
- The presence of love is foundational to the cultivation of other virtues.
- Through love believers fulfil the law and relate to one another in a Christlike manner.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) With reference to the text, outline Paul's teaching on spiritual warfare in Ephesians (6:10–18).

Answers may include:

- Paul's themes include avoiding sin and living a life pleasing to God.
- Paul's suggestion of preparation for spiritual battle; the enemy is the devil.
- Putting on the 'armour' of God.
- The belt of truth – knowing and remaining faithful to the truth of the gospel in your conduct.
- The breastplate of righteousness – living your new life justly consistent with Christ's teaching.
- Feet fitted with readiness that comes from sharing the gospel of peace with others.
- The shield of faith – firm belief under attack.
- Helmet of salvation-belief provides safety from attack.
- The sword of the Spirit – counter-attack against the spiritual forces.
- Need to stand firm against the devil; determination of a soldier
- Importance of prayer.
- Scholarly opinion.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE  
MARKS

- (b) “Paul provides sound pastoral advice in Ephesians for religious believers, but it needs to be updated.”  
Consider critically this claim.

Answers may include:

- Difficulty in connecting ancient texts to the modern and contemporary context; Ephesus was a major city in the Greco-Roman world.
- Ephesus was a diverse community comprising both Jewish and Gentile believers.
- Faced specific challenges related to idol worship, social hierarchies, and the influence of pagan culture.
- Different cultural context today but Paul’s pastoral advice still resonates; morally relativistic society today.
- Paul’s emphasis on unity and reconciliation is vital in today’s diverse and divided world.
- The call to live in humility, love, and mutual submission applicable to modern believers who seek to foster unity within the Church and build bridges with others, e.g. work with marginalised groups such as the homeless.
- Practical guidance for modern Christians; walk in love (Ephesians 5:1–2); live as children of light (Ephesians 5:8–14); believers to exhibit moral integrity; avoid sinful behaviours.
- Teachings on spiritual warfare (Ephesians 6:10–20); ongoing battle against evil forces.
- Christians need to arm themselves with spiritual armour.
- Valuable insight for modern Christians as they navigate the challenges and spiritual conflicts of their own lives.
- Cultural context may differ, the underlying principles and theological truths are still applicable.
- The call to unity, ethical living, and the centrality of Christ’s work in redemption remain relevant.
- Identification of aspects of Ephesians that could need updating.

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"> <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: Controversy, Division and Reconciliation

You **must** answer this question

- 4 (a) “Religious texts play a key role in fostering reconciliation in 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:

- Reference to one example drawn from non-taught course material.
- Consideration of ‘key role’.
- Explicit evidence of how reconciliation is at the heart of scripture or religious texts, e.g. Matthew 5:23–26.
- Consideration of how scripture and religious texts foster reconciliation, e.g. Colossians 3:13.
- Identifying examples of reconciliation that have stemmed from religious belief, e.g. Church of England document ‘Forgiveness and Reconciliation in The Aftermath of Abuse’; Integrated Education in Northern Ireland; Clonard Unity Pilgrims.
- Historical or contemporary examples of reconciliation characterizing the Christian mission, e.g. Corrymeela, Martin Luther King, St Francis of Assisi, Pope Francis, South African Truth and Reconciliation Commission.
- Historical or contemporary examples of reconciliation in other faith traditions, e.g. Holocaust Reconciliation Project.
- Consideration of how reconciliation impacts the lives of religious believers, e.g. Richard Moore.
- Consideration of the impact of reconciliation on religious practice, e.g. worship, authority, equality.

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) “Strict religious rules always cause controversy in religion and wider society.”  
How far do you agree with this view?  
You must refer to other aspects of human experience in your answer.

Answers may include:

- An open-ended response citing relevant contemporary and/or historical examples.
- Consideration of a complex history of religion and rules.
- Consideration of historical controversies surrounding strict codes of behaviour, e.g. The Inquisition; ISIS caliphate; persecution of individuals deemed heretical or deviant from established religious norms.
- Consideration of the impact of rigid enforcement of strict codes; suffering and loss of life, e.g. the Crusades.
- Violence, intolerance, and the imposition of religious codes on others.
- Implications for Believers; treatment of homosexuals; unmarried mothers.
- Consideration of potential for hypocrisy among religious leaders and believers.
- Scandals involving clergy members; impact on the faith and trust of believers.
- Consideration of the disconnect between preached principles and actual behaviour; internal conflicts and disillusionment among followers, e.g. Soul Survivor.
- Consideration of how rigid adherence to codes of behaviour hinders spiritual growth and intellectual exploration.
- Literal interpretations of scripture; impact on critical thinking, new insights and perspectives.
- Divisions within Christianity; more inclusive and open-minded approaches; challenging traditional interpretations, e.g. Traditional Latin Mass dispute; synodality.
- Strict codes of behaviour in religion controversial when they conflict with societal norms and human rights, e.g. LGBTQ+ rights; gender roles.
- Perception of clash between religious beliefs and individual rights; tension between religious freedom and equality in diverse societies.
- Consideration of the relationship between religious teachings and individual autonomy; reconciling personal beliefs with societal progress.

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**