



Rewarding Learning

ADVANCED
General Certificate of Education
2025

Religious Studies

Assessment Unit A2 6

assessing

Islam in a Contemporary Context

[ARE61]

TUESDAY 10 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) Clarify the importance of **either** Tawhid **or** prophets for Muslims.

Answers may include:

- An attempt to refer to the question directly, focusing on Tawhid or prophets, focusing on importance.
- Consideration of how these beliefs are fundamental in the Islamic faith, both are Articles of Faith, both feature in the Shahadah.
- The key beliefs are drawn from the Qur'an.
- **Tawhid** means oneness, Islam is strictly monotheistic, to add to Allah is to deny the faith or commit shirk the unforgiveable sin.
- Representational art is forbidden by Sunni Muslims in the mosque or in the home.
- Tawhid has many aspects to it: e.g. creator, powerful, eternal, omnipotent, omniscient, omnipresent, infinite, judge, immanence, transcendence, merciful, compassionate.
- Allah's qualities are summed up in the Ninety-Nine names, drawn from the Qur'an.
- Submission to Allah is the fundamental belief and duty of Islam.
- Consideration of the belief in **Risalah** which includes the belief in prophets, there are many prophets and fewer messengers who were given revelations from Allah in written form, e.g. a scroll or a book.
- Consideration of the belief that Allah had attempted to reveal his word before the Qur'an, in previous books: Moses/Musa was given the Torah/Tawrat, David/Dawud was given the Psalms/Zabur, Jesus/Isa was given the Gospels/Injil.
- Consideration of the belief that each time a revelation was given through a prophet, the hearers distorted and corrupted the message.
- Consideration of the belief that the Qur'an was the final, perfect and uncorrupted revelation, which was revealed through the prophet Muhammad, the Seal of the Prophets.
- The importance of prophets and Muhammad is the belief that the Qur'an is the nearest thing there is to a part of God in the world, the Qur'an is believed to be the actual dictated word of Allah, it is the complete guide for humanity.
- Consideration of the belief that Allah shows his compassion and persistence in that he did not give up on humanity, sent many prophets and continued to reveal the Qur'an.
- Consideration of the belief that Allah shows his graciousness in giving humanity the Qur'an, as he did not want to leave his vice regents without guidance.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “The challenges of today’s world regarding beliefs and morality make it impossible for Muslims to submit to the will of Allah.”
Critically assess this view.

Answers may include:

- An attempt to make direct reference to the question and quotation.
- Consideration of reasons why it could be challenging for Muslims to submit to Allah.
- Consideration of how belief in God and the supernatural could be challenging in an increasingly secular, atheistic, and scientific world.
- Consideration of how believing in prophets sent by God, a sacred book which is from God could be questioned or seen negatively in a relativistic and individualistic world.
- Consideration of how beliefs in predestination and the afterlife could be challenging when secular views are increasing in popularity.
- Consideration of how submitting to Islamic practices could be challenging, e.g. the pillars, festivals, attitudes to money, no interest to be gained; the challenges presented by the individualist ethic and consumerism.
- Consideration of how some Muslims could face a choice and be tempted to assimilate and blend in rather than stand out or be judged or face discrimination.
- Consideration of how it could be challenging to hold to Muslim moral values and there could be choices, e.g. relationships, the impact of western values in relation to dating, sex before marriage, living together, divorce, changing families, homosexuality, gender identification.
- Consideration of the choices presented by feminism which could challenge the traditional Muslim views on women and the role of women.
- Consideration of the impact of global issues, e.g, radicalization, economic challenges, war, international terrorism.
- Consideration of how the challenges and choices presented by the modern world could differ depending on the geographical context.
- Consideration of the word ‘impossible’ and the extent to which it is accurate.
- Consideration of how committed Muslims will remain faithful to their beliefs and live a life of submission regardless of how challenging it might be.
- Consideration of how the Qur’an or the Islamic community could offer support to help Muslims to remain committed to their beliefs and practices.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

2 (a) Outline the struggles the Four Rightly Guided Caliphs faced after the death of Muhammad.

AVAILABLE
MARKS

Answers may include:

- An attempt to refer to the question directly, focusing on struggles.
- Consideration of how challenging it was to take up the position of a caliph after the prophet Muhammad.
- Consideration of key points drawn from the careers of Abu Bakr, Umar, Uthman, Ali.
- Consideration of examples of struggles, e.g. in uniting the community, persuading those who left the faith to return, dealing with rebellions in tribes, the Wars of the Riddah.
- Consideration of expanding the Empire, e.g. defeating the Sasanian and Byzantine Empires to conquer lands and increase converts to Islam.
- Consideration of the challenge in managing a huge empire, e.g. dividing it up, collecting taxes, appointing governors.
- Consideration of spiritual leadership, e.g. the process of compiling, finalizing, and circulating the Qur'an, placing it in major cities.
- Consideration of how the strengths and struggles were related to the personalities of the four caliphs, e.g. strong leaders, gentle leaders.
- Consideration of other struggles, e.g. the splits that occurred, the Kharajite split, the Shi'a split.
- Consideration of the ongoing issues related to the rebellious governors, e.g. Mu'awiya of Syria.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “The conflict between the Sunni and Shi’a is more about leadership and power than anything else.”

To what extent do you agree with this claim?

Answers may include:

- An attempt to refer to the question directly.
- Consideration of the accuracy of the words ‘leadership and power’.
- Consideration of the significance of the leadership of the prophet Muhammad, the impact of his leadership, the challenge of replacing him and whether or not he had identified a successor.
- Consideration of the significance of Ali, the leadership he showed, the poor decision he made to agree to arbitration, which caused the Kharajite split.
- Consideration of the significance of Husayn who was Ali’s son and wanted to be leader but the small number of supporters meant that he could not overpower his enemy.
- Consideration of the ambition, deceit and trickery of Mu’awiya who desired leadership and power.
- Consideration of how Mu’awiya, as a governor of Syria, would not take direction from the caliphs, refused to resign, nominated himself as caliph, and his son Yazid instead of Husayn as agreed.
- Consideration of the significance of the Battle of Karbala, the martyrdom of Husayn and how this intensified the commitment of the supporters of Ali and his family, confirmed the Shi’a group.
- Consideration of the view that there were many reasons or factors that created the Sunni/Shi’a split.
- Consideration of the view that Muhammad’s death created a crisis point for the Islamic community.
- Consideration of the view that there was a fundamental difference of opinion about succession after Muhammad died, whether the role of caliph should be elected or inherited.
- Consideration of how differences of opinion about beliefs and practices served to deepen the divide between the Sunni and the Shi’a (e.g. Hidden Imam, different ways of observing the pillars, different festivals, additional sources of Sharia).
- Possible consideration of how prejudice and discrimination between Sunni and Shi’a may perpetuate the division in the modern world.
- Consideration of the possibility of power being at the heart of the dispute.
- How in non-Muslim countries, Sunni and Shi’a are able to worship together despite apparent division.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

3 (a) Clarify how the Qur'an improved the status of women in relation to marriage and divorce.

AVAILABLE
MARKS

Answers may include:

- An attempt to directly address the question, focusing on status of women, marriage, divorce and improvement.
- Reference made to the Qur'an.
- Consideration of the low status of women in pre-Islamic times.
- Consideration of how women were no longer seen as property to be owned.
- Consideration of how women were now active participants in their marriage, establishing the marriage contract.
- Consideration of how a woman must be given a dowry which belongs to her.
- Consideration of how the number of women that a man could marry was reduced so that the maximum number was four, if the husband could provide for each wife equally.
- Consideration of the ideal of one wife, to ensure fair treatment.
- Consideration of how Islam allowed a woman to inherit from her husband.
- Consideration of how a woman could now divorce her husband.
- Consideration of the specific conditions related to divorce instigated by a woman: she would have to return her dowry and she would have to go to a court and give a reason for her divorce.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) "Islam accepts a woman's right to choose when it comes to reproductive issues."

Consider critically this view.

Answers may include:

- Direct reference to the quotation.
- Consideration of how women within Islamic teaching may have some rights in relation to what happens to their body.
- Islamic teaching seeks to protect a woman's honour including her body.
- Consideration of the fact that women do have the option of having artificial insemination.
- Consideration of Islamic teaching allowing women to have assisted conception through IVF treatment.
- Consideration of Islamic teaching on abortion which gives priority to the life of the woman and allows her to have an abortion up to 16 weeks.
- Consideration of how under certain circumstances a woman can have an abortion if raped (e.g. raped by an enemy during a war), or possibly due to incest.
- Consideration of how Muslim feminists are seeking greater autonomy for women, particularly in the USA.
- Consideration of reasons why women may not feel they have a choice over their own body in relation to reproductive issues.
- Consideration of the strict view that both abortion and the use of assisted conception techniques are wrong.
- Consideration of how in relation to assisted conception a woman would be deciding along with her husband, not as an individual or as a single woman.
- Consideration of how a woman cannot decide to have a sperm or egg donor, it is seen as adultery as a third party is involved.
- Consideration of how a woman cannot use her body to be a surrogate, or ask another woman to be a surrogate.
- Consideration of how Allah's will to grant or not grant children overrides the choice of the woman.
- Consideration of how abortion is only available under very strict conditions until the foetus is ensouled, not really a woman's choice, only up to 16 weeks.
- Consideration of how in relation to abortion a woman's life is more important than the idea of her rights.
- Consideration of the view that a woman who has had an abortion will have to give an account of her decision on the day of judgement.
- Islam clearly defines roles; women's rights and feminism are not the majority view within Islam.

Accept valid alternatives

Mark in levels

(AO2)

[30]

AVAILABLE
MARKS

50

Section A

100

Synoptic Bands

Total Marks: [20]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent attempt at analysis with a full and highly informed response to the question. • Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good attempt at analysis with a well informed response to the question. • Demonstrates a high degree of understanding and almost totally accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good attempt at analysis with a reasonably well informed response to the question. • Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited attempt at analysis with a limited response to the question. • Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic attempt at analysis with a basic response to the question. • Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

Candidates must refer to at least one other unit of study in their AO1 response to access Bands 4–5.

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

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Section B

AVAILABLE
MARKS

Synoptic Assessment

Theme: Conflict, Freedom of Belief and Orthodoxy

You **must** answer this question.

- 4 (a) “Freedom of religious belief is a problem for religious communities.”
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 the quotation and the specific question in producing the answer.
- Reference to one example drawing upon non-taught course material.
- Consideration of fundamental beliefs and teachings which may promote or discourage religious freedom.
- Consideration of the extent to which religious freedom is possible in religious communities or in different geographical settings.
- Consideration of how an individual can have personal religious freedom, whether expressed or not.
- Consideration of the role of religious texts in promoting or discouraging religious freedom, freedom of interpretation, application.
- Consideration of the potential negative impact on an individual within a religious community: facing criticism, facing opposition, being excluded from their religious community, being shamed, their loyalty being questioned, facing punishment, imprisonment, violence.
- Consideration of the potential negative impact of freedom of religious belief on a community: confusion within a community, doubt, conflict, violence, alienation, persecution.
- Consideration of the impact or problems related to religious freedom on those outside of the religious community: making the faith more or less attractive.
- Consideration of how religious freedom might relate to politics and government systems.
- Consideration of how religious freedom is a human right and relates to social justice, the problems this may or may not create.
- Consideration of groups or communities who have tried to demonstrate religious freedom or tried to bring religious freedom, or support those who do not enjoy religious freedom.
- Consideration of how there could be other sources of problems for religious communities.

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) “Reformation and change are seen as a threat by religious believers.”
 To what extent do you agree with this claim?
 You must refer to other aspects of human experience in your answer.

Answers may include:

- Reference to the quotation and question in producing the answer.
- Consideration of why reformation or change could seem like a threat.
- Religion is concerned with absolutes which will never change and cannot change or reform.
- Consideration of whether or not fundamental beliefs can or should change.
- Consideration of the significance of sacred texts/holy books, the word of God and timeless relevance.
- Many religious adherents find security in the knowledge that the roots of their faith will not change or reform.
- Consideration of the view that the survival of faith is under the authority of God and human reform is not a threat.
- Consideration of how reformation and change can be viewed as a threat as individuals and communities want to be guided by a religious text, the Holy Spirit or their own conscience.
- Consideration of reasons why religious reformation and change may be needed.
- Religious beliefs and attitudes may need to change or develop in the light of a changing society.
- Religion may be open to corruption and may need correction.
- Religion may need to reform if it has become too closely aligned to a political stance which excludes people.
- Religion may need to reform in the face of social injustice.
- Religion may need to reform in order to remain relevant or appealing to future generations.
- Religion may need to be open to new scientific discoveries or innovations.
- Consideration of key people, groups or movements which sought to bring positive religious reform and are not a threat.
- Consideration of whether it is fundamental religious beliefs which need to reform.
- Consideration if it is views on morality which need to reform or whether it is more superficial reform such as habits or traditions which have become stuck over time.
- Consideration of reasons why religion may need to reform in order to survive.
- Consideration of the possible limitations of human understanding of the divine, the need for humility and room for doubt.
- Awareness that while a need to reform may be acknowledged, any radical change can be considered too far.

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**