

GCE AS

Religious Studies

January 2009

Mark Schemes

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**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2009)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

CONTENTS

	Page
AS 1: Module 1	1
AS 2: Module 2	11
AS 3: Module 3	19
AS 4: Module 4	27
AS 5: Module 5	35
AS 6: Module 6	43
AS 7: Module 7	51
AS 8: Module 8	59



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2009**

Religious Studies

Assessment Unit AS 1

assessing

Module 1: Introduction of the Gospel of Luke

[ASR11]

THURSDAY 15 JANUARY, AFTERNOON

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study (AO1);
- sustain a critical line of argument and justify a point of view (AO2).

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed below, the band in which the candidate has performed the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for AS, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 4 ([19]–[24])

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for AS, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 3 ([12]–[18])

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for AS. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([6]–[11])

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for AS. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[5])

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for AS, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 4 ([10]–[12])

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order, as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 3 ([7]–[9])

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

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Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[3])

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

1 (a) Knowledge and understanding may include, e.g.

- External evidence – the connection between the author and early Christian witnesses – testimonies from Irenaeus, Tertullian, Clement of Alexandria, Origen; documents – Muratorian Canon, second century prologue (Anti-Marcionite Prologue)
- Internal evidence – debate about Theophilus, interest in Gentiles, women and outcasts, orderly approach to writing, interest in history, possibly a doctor
- The link with the author of Acts – two volume work
- The link between Luke and Paul, evidence from the ‘we’ passages and the letters of Paul [30]

(b) An exploration of the claim could include some of the following, e.g.

- Agreement citing arguments for Mark being the first gospel written and evidence to support claim, e.g. Luke uses 53% of words and 320 verses
- Centrality of Mark to structure of Luke, e.g. importance of Mark’s conflict stories
- Counter arguments – Luke’s own special material accounts for a large part of his gospel containing references to his characteristics, e.g. importance of women; poor and oppressed; mercy and forgiveness.
- Omission of some passages in Mark’s gospel, e.g. Syro-phoenician woman
- Detailed redaction of the text, e.g. tidying up of duplications and repetitions, improving poor vocabulary and style [15]

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2 (a) Knowledge and understanding may include, e.g.

- An outline of events concerning Zechariah and Elizabeth including the annunciation and birth of John the Baptist; Zechariah's negative reaction, Zechariah's prayer of praise – Benedictus
- Their role as parents to the Lord's herald
- Visit of Mary to Elizabeth
- Understanding of Zechariah – priestly duties; importance of Temple; influence of OT; shame of being childless
- God active in people's affairs/shame of being childless [30]

(b) An exploration of the claim could include, e.g.

- The narrative reveals God active in the lives of people
- Exploration of the themes evident in chapters one and two – fulfilment of OT; continuity between Judaism and Christianity; importance of Jerusalem, prayer and Holy Spirit – their reoccurrence throughout the rest of the gospel which could aid understanding of the message of Jesus
- Chapters one and two are viewed as theological overture; gospel in summary
- Written as a prologue to anticipate main themes in advance
- Counter argument that chapters 3–24 are more important, that the first two chapters not really necessary to understand the message of the gospel [15]

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3 (a) Knowledge and understanding may include, e.g.

- An exploration of the characteristic themes of the miracles of Jesus in the gospel, for example, similar structure or pattern, plea for help, opposition from others, words and instruction from Jesus, response of wonder or awe or criticism
- The main function and purposes of the miracles, e.g. pointing to the power of God; identity of Jesus as prophet and Lord, the role of faith, the compassion of Jesus
- The role of the miracles in revealing the Kingdom
- A definition of the term miracle – such as Latin ‘miraculum’ amazement/wonder
- An identification of the main types of miracles recorded within Luke’s gospel, e.g. healing, exorcism, nature, raising from the dead [30]

(b) An exploration of the claim could include, e.g.

- Exploration of Luke’s presentation of Jesus as healer with textual evidence to support this, e.g. – Ten lepers; widow at Nain; Jairus’ daughter.
- Differentiation between simple and complex miracles – some miracles more than just healing people – importance of faith, forgiveness and salvation
- Compassion as motivating some miracles
- Other views, e.g. – that Luke presents Jesus as prophet, teacher and one who challenges those who witness his ministry. Evidence to support opposing views, e.g. – healing of man on the Sabbath [15]

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4 (a) Knowledge and understanding may include, e.g.

- A detailed account of events – Simon of Cyrene; words to daughters of Jerusalem, the two criminals, Jesus’ prayer to the Father to forgive them, darkness falls, Jesus commits himself to God’s hands, Joseph asks for the body, all rest
- Commentary on significance of characters and events specific to Luke [30]

(b) An exploration of the claim could include, e.g.

- Evidence from the text to agree with the claim, e.g. – commentary on the charges made before Pilate and the answers given by Jesus
- Herod’s questioning and Pilate’s declaration of innocence; declaration by the centurion
- Counter argument that Luke is concerned with other issues also, e.g. the portrayal of Jesus as obedient servant; the importance of Jesus’ words on the cross and Luke’s theme of prayer is evident in the Passion
- Luke’s interest in universalism – women, Gentiles, sinners [15]

AVAILABLE
MARKS

45



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Religious Studies

Assessment Unit AS 2

assessing

**Module 2: Introduction to
the Acts of the Apostles**

[ASR21]

THURSDAY 15 JANUARY, AFTERNOON

**MARK
SCHEME**

Part 1: Levels of Response

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Quality of Written Communication

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Part 2: Contextual Reference Points

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1 (a) Knowledge and understanding of the structure and characteristics of Acts may include the following, e.g.

Structure:

- viewed in three parts, based on pattern of Jesus' command in Acts 1:8, which involved gospel spreading to Jerusalem (Ch. 1–7), Judea and Samaria (Ch. 8–12), and Rome (Ch. 13–28)
- viewed in two parts, explained by the parallel between the ministry of Peter (Ch. 1–12) and Paul (Ch. 13–38)
- parallels with Luke's gospel, both arranged in form of journeys, both end with accounts of trials, both have pattern of rejection of Jesus by authorities
- structured by short summaries which occur at intervals throughout the book

Characteristics:

- the connection between Luke's Gospel and Acts
- addressed to Theophilus
- Kerygma; speeches
- Redemptive history
- Holy Spirit
- Role of Peter and Paul
- Spread of Christianity
- Attitude to Rome [30]

(b) An exploration of the claim may include, e.g.

- Significance of Acts 1:8 for the direction of the rest of the book
- Luke concentrates on Philip's mission, missionary activity of Peter and Paul's missionary journeys
- Given little biographical details about Peter, Stephen, Paul and the other believers
- Told little about Church life and organisation
- Expectation of parousia may have determined Luke's focus [15]

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2 (a) Knowledge and understanding of the main features of Peter's speeches may include, e.g.

- an explanation of "kerygma" – early Christian preaching
- examples from Peter's speeches: Pentecost, before Council, Cornelius' home, Council of Jerusalem
- the content, style, structure, theology of the speeches
- the audiences
- Use of OT prophecy [30]

(b) An exploration of the view may include, e.g.

- Peter's role before Pentecost, e.g. in electing Matthias
- Peter's experience of receiving the Holy Spirit on the day of Pentecost (Acts 2:14, 38–40)
- Peter's courage after Pentecost; his message in the Temple following healing of lame man (Acts 3:12–26); before the Sanhedrin "full of the Holy Spirit" (Acts 4:8); his speech to Cornelius and family (Acts 10:34–43)
- Consideration of the fact that even before Peter received the Holy Spirit he showed strong leadership qualities (Acts 1:15–22) [15]

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- 3 (a) Knowledge and understanding of Luke's account of Paul's conversion to Christianity may include, e.g.
- the context and purpose of the account
 - detailed description of the conversion
 - reference to Acts 9:15
 - the significance of the conversion
 - candidates may refer to the three accounts of the conversion in Acts [30]
- (b) An exploration of the view may include, e.g.
- discussion of the significance of Paul's conversion: spread of the Gospel, inclusion of Gentiles, gospel preached to all types of people, gospel reaches Rome
 - the significance of the fact that Paul was called and commissioned by God
 - the proportion of Acts given over to describing Paul's post-conversion activities
 - discussion of the martyrdom of Stephen; the scattering of the believers outside Jerusalem; Philip's ministry
 - Luke's presentation of Paul [15]
- 4 (a) Knowledge and understanding of the three main events in Paul's second missionary journey may include the following, e.g.
- Paul's vision in Troas
 - Conversion of Lydia; exorcism of the evil spirit from the servant girl; accusation that Paul and Silas were trouble makers; beating
 - Miraculous earthquake in prison; conversion of jailer
 - Riot in Thessalonica
 - Success and trouble in Berea
 - Paul before the Areopagus
 - Events in Corinth; Aquila and Priscilla; conversion of Crispus; Paul's vision; before Gallio [30]
- (b) An exploration of the claim may include, e.g.
- Paul did face disappointment and failure on his journeys, e.g.
 First journey – opposition from Bar-Jesus the sorcerer; desertion by John Mark; jealousy of Jews at Pisidian Antioch which led to Paul turning to the Gentiles; city of Iconium remained divided; plot to kill Paul; Lystra, mistaking missionaries for gods, failed to understand gospel and stoning
 Second journey – split between Paul and Barnabas; prison in Philippi; jealousy of Jews taken before magistrates at Thessalonica; response at Athens; opposition from Jews at Corinth; incident with Gallio;
 Third journey – at Ephesus rejection from Jews in synagogue; riot in Ephesus; Eutychus; Speech to Elders at Ephesus;

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- However, Paul also experiences many successes, e.g.
 First journey – Proconsul Sergius Paulus’ belief; interest at Pisidian Antioch; initial success at Iconium; healing at Lystra; success at Derbe;
 Second journey – Lydia; demon-possessed girl; conversion of jailor; god-fearers at Thessalonica, success in Berea; friendship with Aquila and Priscilla; encouragement from Silas and Paul – financial support; vision in Corinth;
 Third journey – Baptism of disciples at Ephesus; healings and exorcisms; Seven sons of Sceva; many converted; burning of books of magic
- Views of scholars may be considered [15]

Total

**AVAILABLE
MARKS**

45

90



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Religious Studies

Assessment Unit AS 3

assessing

Module 3: Introduction to Old Testament Prophecy

[ASR31]

THURSDAY 15 JANUARY, AFTERNOON

MARK SCHEME

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Band 4 ([19]–[24])

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for AS, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

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Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a) Knowledge and understanding may include some of the following, e.g.
- Ecstatic Prophecy and Seers as Professional prophets
 - Role of Samuel in the development of “Sons of Prophets”
 - Explanation of different roles taken on by the Sons of Prophets; War prophets, Court Prophets, Cultic Prophets
 - Emergence of “new” prophets and explanation of their role, e.g.
 - Personally called by God
 - Delivered messages of religious and social concern
 - Acted as intercessors between God and humanity
 - Old Testament classification of prophets, e.g.
 - Former and Latter prophets, Major and Minor prophets, The Writing prophets

[30]

- (b) An exploration of the claim may include, e.g.
- Consideration of the “calls” of Amos and First Isaiah and, their significance
 - Did the former prophets receive a direct calling from God? e.g.
 - Elisha was an example of prophetic succession when God asked Elijah to anoint him as his successor
 - Did all of the latter prophets receive a direct calling? e.g. Hosea

[15]

45

- 2 (a) Knowledge and understanding may include some of the following, e.g.
- Religious background: Ahab and Jezebel, the challenge to Monotheism
 - Role of Elijah: Preservation of Israel’s faith
 - Detail on the drought, the meeting between Ahab and Elijah
 - Elijah’s challenge: Detail, explanation and commentary on the events at Mt. Carmel
 - Threat to Elijah’s life
 - Naboth’s vineyard; explanation and commentary
 - Significance of a prophet’s role; to challenge both religious immorality and social injustice

[30]

- (b) An exploration of the claim may include, e.g.
- Evidence of ways in which Ahab demonstrated a lack of faith in God, e.g.
 - Essentially polytheistic
 - Dominated by Jezebel
 - Did repent after Naboth vineyard story and was spared immediate punishment
 - Evidence of ways in which David demonstrated a lack of faith in God, e.g.
 - Examples of covenant disobedience
 - Extent to which repentance was genuine
 - Considered to be the ideal king

[15]

45

		AVAILABLE MARKS
<p>3 (a) Knowledge and understanding may include some of the following, e.g.</p> <ul style="list-style-type: none"> • Context of Amos’ message: Political and economic success under Jeroboam 11 • Affluence of the rich compared to the plight of the poor • Evidence of social injustice, corruption and extortion • Detail and explanation of Amos’ social teaching • Consequences of failure to accept social teachings – Judgement <p style="text-align: right;">[30]</p> <p>(b) An exploration of the claim may include, e.g.</p> <ul style="list-style-type: none"> • Illustrations of the extent of judgement as seen through the oracles, day of the Lord and visions • How religious and social sins represented covenant disobedience • How the people of Israel had taken an oath to keep the covenant and how the sanctions for covenant disobedience were clearly laid out • Hope as represented in the remnant <p style="text-align: right;">[15]</p>		45
<p>4 (a) Knowledge and understanding may include some of the following, e.g.</p> <ul style="list-style-type: none"> • The Syro-Ephraimate threat to Judah [Ahaz] • Symbolism of Shear-jashub, Isaiah’s son • Detail on Isaiah’s message • Reaction of Ahaz • Prophecy of “Immanuel”: Symbolism and message • Symbolism of second son’s name and Isaiah’s message <p style="text-align: right;">[30]</p> <p>(b) An exploration of the claim may include, e.g.</p> <ul style="list-style-type: none"> • Opposition to political alliances • Role of Assyria as God’s instrument of punishment • Isaiah’s call to trust • Hope as represented by name of first son • Giving of sign despite Ahaz’s reaction • Continued belief in God as seen through second son’s name, his affirmation of God’s power and sovereignty • Did doubt his calling to be prophet of God but responded after purification <p style="text-align: right;">[15]</p>		45
Total		90



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Religious Studies

Assessment Unit AS 4

assessing

Module 4: The Early Christian Church

[ASR41]

FRIDAY 23 JANUARY, AFTERNOON

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study (AO1);
- Sustain a critical line of argument and justify a point of view (AO2).

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed below, the band in which the candidate has performed the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for AS, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 4 ([19]–[24])

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for AS, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 3 ([12]–[18])

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for AS. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([6]–[11])

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for AS. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[5])

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for AS, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 4 ([10]–[12])

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 3 ([7]–[9])

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([4]–[6])

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[3])

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a) Knowledge and understanding of the origins and practice of Eucharist may include, e.g.:
- links to Passover meal
 - gospel accounts of Last Supper
 - Pauline teaching on Eucharist in I Corinthians
 - separation from Agape meal
 - who could administer it and who could receive it
 - frequency of celebration
 - misunderstanding by pagan society about what actually happened during the celebration
 - emergence of the term Eucharist
 - reference could be made to appropriate sources, e.g. Justin, Didache, Hippolytus, Tertullian, Cyprian [30]
- (b) An exploration of this claim may include, e.g.:
- they celebrated it in response to the command of Jesus
 - Paul places great emphasis on how it should be carried out
 - it became separate from, and more important than the Agape at an early stage
 - rules about who could administer it and who could receive it were very strict
 - excommunication was a serious threat
 - it was celebrated with great frequency
 - some may argue that other parts of worship were equally important [15]
- 2 (a) Knowledge and understanding of the Pliny/Trajan correspondence may include, e.g.:
- historical context of the letters
 - Pliny's uncertainty about how the Christians were to be treated
 - his methods of dealing with the situation
 - his findings
 - the consequences of his actions
 - Trajan's advice and response to Pliny's actions [30]
- (b) An exploration of the view that persecution was local and random may include, e.g.:
- persecution initiated by hatred of Christians in a local situation
 - no Empire-wide edicts or official policy with regard to Christians in first two centuries
 - persecutions tended to be short-lived but severe
 - each emperor had his own agenda
 - considerable periods of time with no persecution in many areas
 - candidates may argue that the causes of persecution were similar throughout the Empire
 - persecution could not have taken place without the approval/support of emperors/local governors [15]

45

45

		AVAILABLE MARKS
3	<p>(a) Knowledge and understanding of the writings of the Apostolic Fathers, with particular reference to Ignatius may include, e.g.:</p> <ul style="list-style-type: none"> • practical nature of these writings • information about the church in the post-Apostolic age • brief biographical details of Ignatius • information about the churches to which he wrote • main themes of his letters – martyrdom, heresy, disunity, authority • monarchical episcopate and 3-fold ministry • teaching on Eucharist • connection with Polycarp <p style="text-align: right;">[30]</p> <p>(b) An exploration of this claim may include, e.g.:</p> <ul style="list-style-type: none"> • these writings give a picture of the church at a critical stage in its development, e.g. death of Apostles, emergence of false teaching, beginnings of wider church organisation • impact of persecution and the threat of martyrdom • emergence of the catholic church • growth in power and authority of the bishop • how the church was struggling to deal with the definition of false teaching • this claim is only valid if sources are reliable <p style="text-align: right;">[15]</p>	45
4	<p>(a) Knowledge and understanding of the reasons why Christianity spread so rapidly may include, e.g.:</p> <ul style="list-style-type: none"> • Paul’s missionary activity • Pax Romana • universal language • good communication network • social inclusiveness of Christianity • appeal of Christianity to those seeking spiritual fulfilment • witness of Christians in their daily lives <p style="text-align: right;">[30]</p> <p>(b) An explanation of this view may include, e.g.:</p> <ul style="list-style-type: none"> • early Christians could not participate in emperor worship • because there was no other way to show their loyalty, this excluded them from joining the army or civil service • much of the entertainment in theatres and arenas was offensive to Christians so they refused to attend • many early Christians were slaves/servants with little free time to mix in society • the general unpopularity of Christians made others distrust them and refuse to mix with them • some Christians did involve themselves, e.g. Flavius Clemens • Justin commends Christians admired for their honesty in business <p style="text-align: right;">[15]</p>	45
Total		90



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Religious Studies

Assessment Unit AS 5

assessing

**Module 5: The Origin and
Development of the Celtic Church**

[ASR51]

FRIDAY 23 JANUARY, AFTERNOON

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study (AO1);
- Sustain a critical line of argument and justify a point of view (AO2).

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed below, the band in which the candidate has performed the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for AS, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 4 ([19]–[24])

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for AS, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 3 ([12]–[18])

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for AS. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([6]–[11])

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for AS. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[5])

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for AS, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 4 ([10]–[12])

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 3 ([7]–[9])

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([4]–[6])

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[3])

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a) Knowledge and understanding of the social and political background of Ireland before the arrival of Patrick may include the following, e.g.:
- Awareness of tribal, rural, hierarchical and familial system
 - Inegalitarian society, e.g. social hierarchical class from noble to the unfree
 - Widely scattered population
 - Forested terrain with limited road network and widely scattered population
 - No cities
 - Political scene, e.g. numerous túatha ruled by a king
 - King of a túath bound by personal loyalty to a superior King who in turn was subject to a provincial King
 - Awareness of Laws and Culture, e.g. honour, status, clientship
 - Awareness of Kingdoms, e.g. Ulaid [30]
- (b) Exploration of the claim may include the following, e.g.:
- Celts had some awareness of Christianity
 - Patrick was aware of Christian activity elsewhere in Ireland
 - Christian beliefs/ideas were not totally new to the people
 - Patrick's mission was not to the Christians, so he faced some difficulties
 - Missionary success was entirely due to Patrick's own initiative
 - Acceptance that awareness of Christianity could have helped his mission [15]
- 2 (a) Knowledge and understanding of the different forms of Celtic religious art and architecture may include the following, e.g.:
- Awareness of work on stone, e.g. slabs, crosses
 - Awareness of creation and work embellished on liturgical vessels, e.g. chalices, patens
 - Metal work techniques on personal items, e.g. spiral, enamelling on scabbards
 - Awareness of work on manuscripts, e.g. Durrow, Lindisfarne Gospels
 - Personal adornments, e.g. neck, rings, pins
 - Buildings to blend into geographical surroundings
 - Defensive constructive mounds
 - Rectangular and boat shaped
 - Wood was replaced by stone and mortar
 - Dry stone oratories with corbelled technique [30]
- (b) Exploration of the view may include the following, e.g.:
- Awareness that art flourished as a product of the time
 - Art mirrored society and culture, e.g. predominately pagan
 - Art flourished as an expression of religion/devotion, e.g. use of pagan symbols
 - Awareness that art became influenced by other ideas, e.g. Christianity, Britain, the East
 - Early work progressed from linear lines, spirals, animals to human features
 - Art became scripture based, e.g. biblical scenes [15]

45

45

- 3 (a) Knowledge and understanding of the contents of Muirchú’s “**Life of Patrick**” may include the following, e.g.:
- Particular genre of writing
 - Written on the instruction of Bishop Aed of Sléibte towards the end of the seventh century
 - Three fold division
 - Patrick’s Life and early years – up to his first Easter where he confronts and overthrows paganism and converts King Laogaire
 - Miracle Stories – e.g. raises the dead, commands the elements
 - Patrick’s later years, death and burial, the contest between the Ui Néil and the Ulaid for possession of his body
 - Awareness of the use of Patrick’s Confessio and Epistola
 - Awareness of the use of popular tales about Patrick
 - Two main reasons for writing, e.g. relations with Tara Monarchy and to support the foundation of Armagh [30]
- (b) Exploration of the claim may include the following, e.g.:
- Presentation of a heroic figure with extraordinary powers to overcome evil
 - Unbalanced view of the Saint
 - Presentation of a one sided view of the Saint, e.g. bolster the sanctity of the saint
 - Emphasis on positive picture of the person with omission of negative aspects
 - Capability of overcoming all adversity in any situation
 - Omission of anything that may appear as failure
 - Highlights the purpose of the writer
 - Desire to inspire and motivate individuals/community [15]
- 4 (a) Knowledge and understanding of any **two** of the following saints may include the following, e.g.:
- Brigid**
- Born Faughart, Co. Louth
 - Daughter of a slave girl
 - Background written by Cogitosus
 - Founded monastery in Ardagh
 - Founded double monastery in Kildare
 - Death in 520’s AD and buried in Kildare
 - Awareness of Goddess Brigit and St. Brigid
- Enda**
- Son of the King of Oriel
 - Military background and had a sudden conversion
 - Trained at Candida Casa
 - Founded monastery at Inismore and divided island into ten smaller monasteries
 - Pioneered the monastic movement
 - Finnian and Ciaran were trained at the monastery
 - Died around 530 AD

45

Ciaran

- Father was a chariot maker
- Founded Clonmacnois that acquired the dignity of a national college
- Valued learning and scripture
- Died at 33 years of the great plague

Finnian of Clonard

- Came from Meath
- Friends with Gildas
- Founded Clonard around 520 AD
- Trained numerous disciples
- Valued scripture and prayer
- Wanted others to establish monasteries, e.g. Kevin of Glendalough
- Awareness of Penitential of Finnian
- Death around 549 AD [30]

(b) Exploration of the view may include the following, e.g.:

- Devote life totally to God
- Human self-denial through vows
- Being one with God
- Awareness of denial of human free will
- Living a life divorced from reality
- Should be evangelising others and not deepening their own faith
- Just live a good life helping others [15]

Total

**AVAILABLE
MARKS**

45

180



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Religious Studies

Assessment Unit AS 6

assessing

**Module 6: Religious Ethics:
Foundation and Principles**

[ASR61]

TUESDAY 27 JANUARY, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study (AO1);
- Sustain a critical line of argument and justify a point of view (AO2).

Each of the two assessment objectives has been categorised into five levels of performance relating the respective abilities of the candidates.

Having identified, for each assessment objective listed below, the band in which the candidate has performed the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for AS, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 4 ([19]–[24])

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for AS, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 3 ([12]–[18])

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for AS. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([6]–[11])

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for AS. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[5])

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for AS, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing, is for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 4 ([10]–[12])

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skill in framing and supporting an argument. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 3 ([7]–[9])

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([4]–[6])

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[3])

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

		AVAILABLE MARKS
<p>1 (a) A knowledge and understanding of the main themes of the Decalogue could include, e.g.</p> <ul style="list-style-type: none"> • statements of the rights of God and the human person • series of absolute regulations • its theonomous character • apodictic law • law as a covenant between God and His people • moral living inseparably bound up with the worship of God • basic principles of natural moral law • delineation of accepted standards of moral behaviour • the ethical and moral implications of particular Commandments • the Commandments as encouraging respect for e.g. God, elders, property, human life • character of fundamental Human Rights <p style="text-align: right;">[30]</p>		
<p>(b) An exploration of the view could include, e.g.</p> <ul style="list-style-type: none"> • the teaching of Jesus in the Sermon with its new and positive ethic • the emphasis placed by Jesus on the innermost disposition rather than external observance of the Law • the extent to which Jesus' teaching represents a radical departure from the Old Testament Law • Jesus' comment about 'fulfilment' rather than abrogation (Matthew 5:17) • the Commandments as the very basis for Christian ethics <p style="text-align: right;">[15]</p>	45	
<p>2 (a) A knowledge and understanding of the term morality could include, e.g.</p> <ul style="list-style-type: none"> • its religious character and non-religious character • the concern with which actions are right and which are wrong • the distinction between morality and ethics • the importance of specific teaching, e.g. the Commandments, that of Jesus • reference to moral terms, e.g. good/bad, right/wrong • cultural influences • secular views • descriptive/prescriptive in character <p style="text-align: right;">[30]</p>		
<p>(b) An exploration of the view could include, e.g.</p> <ul style="list-style-type: none"> • the problem of egotism • morality and personal survival • morality and instinct • morality and eternal reward, the challenge of the atheist to this • the altruistic nature of morality • the challenge from Jesus to see "the higher interest" • the command "love God, love your neighbour" • rights and responsibilities <p style="text-align: right;">[15]</p>	45	

		AVAILABLE MARKS
3	<p>(a) A knowledge and understanding of Christian views on abortion could include, e.g.</p> <ul style="list-style-type: none"> • the teaching on the sanctity of human life • the basis of the teaching in Sacred Scripture • reference to Church teaching • various denominational perspectives • attitudes to issues such as personhood, ensoulment, rights • Christian views on the various grounds for abortion e.g. social, ethical, eugenic, therapeutic • the particular issue of therapeutic abortion <p style="text-align: right;">[30]</p> <p>(b) An exploration of the view could include, e.g.</p> <ul style="list-style-type: none"> • the personhood debate • the principle of the sacredness of human life • the potentiality argument • religious v. secular views • issues to do with dignity and equality • rights and responsibilities <p style="text-align: right;">[15]</p>	45
4	<p>(a) A knowledge and understanding of the contribution made by the Universal Declaration on Human Rights could include, e.g.</p> <ul style="list-style-type: none"> • reference to the Universal Declaration on Human Rights • definition of a “human right” • positive rights v. natural rights (derived from Natural Law) • different types of “rights” e.g. civil and political; economic, social and cultural • issues relating to dignity, equality and responsibility • the absolutist nature of Human Rights • the influence of religious teaching <p style="text-align: right;">[30]</p> <p>(b) An exploration of the view could include, e.g.</p> <ul style="list-style-type: none"> • the issue of conflicting rights • assertion of absolute rights and problems here • rights and responsibilities • the notion of rights as nonsensical • absolutist and relativistic theories of rights • society as multicultural and pluralistic • relevant historical and/or contemporary examples <p style="text-align: right;">[15]</p>	45
Total		90



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Religious Studies

Assessment Unit AS 7

assessing

**Module 7: Issues of Religious Belief
in the Modern World**

[ASR71]

TUESDAY 27 JANUARY, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study (AO1);
- Sustain a critical line of argument and justify a point of view (AO2).

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed below, the band in which the candidate has performed the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for AS, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and use of spelling, grammar and punctuation.

Band 4 ([19]–[24])

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for AS, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 3 ([12]–[18])

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for AS. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([6]–[11])

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for AS. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and, or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[5])

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for AS, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 4 ([10]–[12])

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skills in framing and supporting an argument. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 3 ([7]–[9])

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([4]–[6])

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[3])

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a) Knowledge and understanding of any **three** of Aquinas' Five Ways may include, e.g.
- an outlining of any three of Aquinas' Five Ways – the argument from Motion; from Causation; from Contingency; from Goodness; from Order & Regularity
 - an exploration of Cosmological, Teleological and/or Moral arguments for God's existence
 - identification of the Aquinas' arguments as being Classical, a priori "proofs"
 - the concept of God as First Cause/Unmoved Mover/Source of Goodness/Designer
 - reference to selected writings of Aquinas – "Summa Theologica"
 - origins of the Aquinas' Ways in the work of Plato and Aristotle
 - development of the Aquinas' work by subsequent scholars, for example, Leibniz, Kant, Copplestone
 - reference to selected scholarly and Biblical teaching [30]
- (b) An exploration of the claim may include, e.g.
- a critique of any of the 3 Ways considered
 - Aquinas' reliance on a Medieval/dated world view notably concerning scientific truths
 - the possibility of numerous First Causes
 - Aquinas' assumption that the Unmoved Mover, Uncaused Causer should be the God of Classical theology
 - Aquinas' rejection of the possibility of infinite regression
 - reference to the views of atheistic scholarship challenging Aquinas' arguments – Hume, Kant, Russell
 - the inability of theism to prove God's existence
 - an analysis of the strengths of Aquinas' Ways – willingness to engage in an intellectual debate, the benefit of "a priori" proofs
 - Theism's continued support for and use of Aquinas' Five Ways [15]
- 2 (a) Knowledge and understanding of the main features of Revelation may include, e.g.
- an exploration of the unique features of Christian Revelation, notably the focus upon Christ as the fulfilment of Divine Revelation and the continuous nature of Revelation
 - an exploration of the various forms of Revelation through prayer, scripture, experience of miracle, Creation
 - an exploration of Biblical teaching concerning Revelation
 - definition of the term "revelation"
 - an exploration of specific examples of Revelation, scriptural and experiential
 - the purpose of Revelation for the Christian faith. [30]
- (b) An exploration of the claim may include, e.g.
- challenges to the concept of Revelation and the Divine, atheistic challenges

45

- rejection of Revelation as, for example, delusion, superstition, illusion
- the contribution of atheistic scholars to the rejection of Revelation, for example, Hume, Russell
- the increasingly secular nature of society and the priority for Empirical proof
- the existence of suffering and evil as a challenge to the notion of Divine intervention
- humanity’s continued experience of Revelation
- the contribution of selected Christian scholars to the debate, for example, Swinburne’s Principle of Credulity; Principle of Testimony
- reference to specific examples of Revelation [15]

45

3 (a) Knowledge and understanding of the contribution of Irenaeus may include, e.g.

- an exploration of Irenaeus’ views concerning the origin, nature and purpose of evil
- the contribution of Irenaeus’ “soul making” Theodicy in responding to the debate
- Irenaeus’ view of universal salvation, Christ as Redeemer of humanity
- evil and suffering as part of Divine design
- reference to selected writings of Irenaeus concerning evil and suffering
- an exploration of the problem evil and suffering for the theist (the Inconsistent Triad)
- reference to relevant biblical teaching, for example, the Genesis Narrative
- subsequent development of Irenaeus’ Theodicy, links to the Freewill Defence, the contribution of John Hick [30]

(b) An exploration of the claim may include, e.g.

- the failure of selected theodicies in resolving the problem of evil
- candidates may provide a critique of the Augustinian Theodicy, Irenaean Theodicy, Process Theology, the Freewill Defence and Monism as part of their responses
- the views of relevant scholars to the debate, e.g. Hume, Flew, Wiles
- the contradictory nature of the Theodicies offered
- the continuing existence and challenge of evil and suffering today
- reference to specific incidents of moral and natural evil as challenging Classical theism
- the continued existence of evil as being the rock of modern atheism
- conflict between selected Theodicies and biblical teaching
- support for the selected Theodicies, Theism’s willingness to engage in intellectual debate
- the failure of atheism to adequately deal with the problem of evil [15]

45

- 4 (a) Knowledge and understanding of the views of one Christian thinker may include, e.g.
- the contribution of a selected thinker, e.g. – Aquinas, Fletcher, Robinson, St Paul
 - exploration of Divine Command theory, Natural Law theory, Situation Ethics
 - emphasis on God as primary law maker and moral absolutism
 - identification of the origins of morality, key moral criteria
 - humanity as a moral entity, created in “God’s image and likeness”
 - reference to relevant scriptural evidence (the Decalogue, Sermon on the Mount, the Greatest Command)
 - identification of moral principles, for example, concern for neighbour and stewardship of the earth/Aquinas’ Primary Precepts
 - emphasis on motive rather than end result as having precedence in moral decision making [30]

- (b) An exploration of the claim may include, e.g.
- the benefits of authoritative moral leadership
 - humanity’s need for moral guidance and moral absolutism
 - reference to the strengths of Divine Command, scriptural certainties
 - religious morality as providing teleological hope, moral incentive and ultimate justice
 - the concepts of heaven and hell
 - reference to selected moral situations and moral examples
 - the strong links between religion and morality
 - the dangers of moral relativism, consequentialism and individualism
 - challenges to the stated claim, the role of the individual in moral decision making
 - the primacy of humanity’s role as moral agent
 - the increasingly secular nature of society
 - God as morally intolerable
 - the risks of moral legalism and judgementalism [15]

Total

AVAILABLE
MARKS

45

90



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Religious Studies

Assessment Unit AS 8

assessing

Module 8: An Introduction to the Study of Islam

[ASR81]

TUESDAY 27 JANUARY, MORNING

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the knowledge, understanding and skills set out in Section 3 of the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study (AO1);
- Sustain a critical line of argument and justify a point of view (AO2).

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed below, the band in which the candidate has performed the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([25]–[30])

Candidates demonstrate a comprehensive understanding and almost totally accurate knowledge of the chosen question area. Their use of evidence, examples, technical language and terminology, as specified for AS, is highly accurate and very consistent throughout. The form and style of writing are highly appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a very high order as are the legibility of writing and use of spelling, grammar and punctuation.

Band 4 ([19]–[24])

Candidates demonstrate a high degree of understanding and accurate knowledge of the question. Their use of evidence, examples, technical language and terminology, as specified for AS, is of a high order and consistent throughout. The form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of a high order as are the legibility of writing and the use of spelling, grammar and punctuation.

Band 3 ([12]–[18])

Candidates demonstrate a good understanding and mainly accurate knowledge of the question chosen. They demonstrate a good and, for the most part, accurate use of evidence, examples, technical language and terminology, as specified for AS. The form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of the response to the question is of generally good order, as is the legibility of the writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([6]–[11])

Candidates demonstrate a basic understanding and, for the most part, accurate knowledge and understanding of the question chosen. The response also shows that the candidates can use some evidence, examples, technical language and terminology, as specified for AS. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and, or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[5])

Candidates recall, demonstrate and deploy only basic knowledge and understanding of the question. Their use of supporting evidence, technical language and terminology, as specified for AS, is restricted and lacks coherence. There is a tendency towards gaps in the response. Their form and style of writing is, for the most part, inappropriate to purpose and subject matter. The clarity and coherence of their response is, therefore, very weak and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

Candidates make an excellent attempt at interpreting and discussing religious concepts, issues and ideas, showing an appropriately high awareness of the views of scholars and schools of thought. They are very good at offering personal insights and independent thought. They have a highly developed skill in framing an argument and supporting it with effective references. Their form and style of writing is highly appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a very high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 4 ([10]–[12])

Candidates make a good attempt at interpreting and discussing religious concepts, issues and ideas, making good use of the views of scholars and schools of thought. They show good evidence of being able to offer personal insights and independent thought. They have a well-developed skills in framing and supporting an argument. Their form and style of writing is appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a high order as is the legibility of their writing and their use of spelling, grammar and punctuation.

Band 3 ([7]–[9])

Candidates show some ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate an awareness of the views of scholars and schools of thought. They show some evidence of personal insight and independent thought. They demonstrate some ability to frame an argument and support it by simple reference. Their form and style of writing is generally appropriate to purpose and subject matter. The clarity and coherence of their response to the question is of a generally good order, as is the legibility of their writing. Use of spelling, grammar and punctuation is generally good.

Band 2 ([4]–[6])

Candidates show limited ability in interpreting and discussing religious concepts, issues and ideas. They demonstrate some awareness of the views of scholars and schools of thought. While there may be some evidence of offering personal insights, this too is rather limited and lacks awareness of other points of view. Their form and style of writing is just appropriate to purpose and subject matter. The clarity and coherence of their response is limited in some respects, which may mean that the reader has to make a greater effort to understand the message being conveyed. There may be poor legibility of writing and/or some weakness in the use of spelling, grammar and punctuation, which prove problematic in conveying meaning.

Band 1 ([0]–[3])

Candidates show little ability to interpret and discuss religious concepts, issues and ideas. They are largely unaware of the views of scholars and schools of thought. While there may be some attempt at offering personal insights, this too is limited. Their form and style of writing is for the most part inappropriate to purpose and subject matter. The clarity and coherence of their response is therefore very weak, and the reader may not understand the message conveyed. There may be poor legibility of writing and/or significant weakness in the use of spelling, grammar and punctuation which render meaning unclear.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

- 1 (a) A knowledge and understanding could include: e.g.
- the date of Muhammad’s birth (570 CE), a prestigious year
 - the death of his father, mother and grandfather, raised by his uncle Abu Talib
 - Muhammad’s working life, employed by Khadijah
 - Muhammad’s marriage and family life
 - his frustrations with Mecca and prayer habit
 - his call, “the Night of Power”, his reaction
 - the growth of Islam, the hostility and persecution in Mecca
 - preaching at fairs, converts from Yathrib, base established, the move to Yathrib/Medina 622 CE

[30]

- (b) An exploration of the view may include: e.g.
- a consideration of times when Muhammad was influenced by Allah, the Night of Power, ongoing revelations for twenty-three years, al Miraj, the expansion of the faith, Allah’s protection
 - a consideration of the influence of Arabia, tribes and clans, lack of central moral code, vendetta, wealth and poverty, treatment of women
 - a consideration of the influence of religious groups, Judaism, Christianity, polytheists, hanifs
 - the influence of particular people
 - consider the extent to which Allah was “the most significant” influence
 - consider whether there is a difference or similarity between the influence on his “life” and his “leadership”

[15]

45

- 2 (a) A knowledge and understanding could include: e.g.
- Sawm: fasting during month of Ramadan between sunrise and sunset, those who are exempt, increased prayer and reading of the Qur’an, 27th Ramadan/Lailat al Qadr, celebration meal in the evenings, festival of Eid ul Fitr marks the end
 - Zakat: money is from Allah, to be shared with those in need, “purification” of remaining money, a form of worship, influences prayer, two and a half percent to be given, those below the nisab do not pay
 - understanding of the significance of the pillars: part of ibadah (worship), commanded, value to the individual, value to the community, promise of reward

[30]

- (b) An exploration of the view may include: e.g.
- four of the five pillars are action pillars and involve praying, fasting, giving and making a pilgrimage
 - Muslims are personally responsible before Allah for their deeds and this will be the basis of either judgement or reward in the afterlife
 - the action pillars have a spiritual significance because they are acts of worship
 - the idea of jihad is about personal striving for Allah
 - however Islamic theology underpins and motivates all actions, the centrality of the Shahadah

[15]

45

- 3 (a) A knowledge and understanding could include: e.g.
- factors which caused the Sufi reaction: luxurious living of Muslim leaders/Umayyads, legalism due to the development of the Law Schools, straying from the essence of Islam
 - key ideas: direct knowledge of God, importance of the interior rather than exterior observances, simplicity
 - key figures, e.g. al Ghazzali, Rumi, al Hallaj
 - features of the development of Sufism, individuality and the development of brotherhoods and religious leaders, popularity, excesses
- [30]

- (b) An exploration of the view may include: e.g.
- the Sufi reaction prevented Islam from becoming legalistic, hypocritical, empty ritual
 - Sufism stressed the essential elements of Islam which could easily have been lost, personal/immanent God, simple living, morality
 - Sufism enriched the practice of Islam and helped its survival by stressing the importance of emotions, experience, devotion, worship of God, motives
 - the significance of the synthesis achieved by al Ghazzali which brought unity and longevity
 - Sufi production of poetry
 - Sufism suffered from allegations of excessive behaviour which divided the community
 - Sufism caused conflict and division within Islam and, could be seen as a destructive influence
 - consideration of alternative sources of survival such as the Qur'an, Sunnah, Hadith, emphasis on community or fundamental beliefs
- [15]

45

- 4 (a) A knowledge and understanding could include: e.g.
- the call of Muhammad on the 27th of Ramadan, the beginning of the revelation of the eternal Qur'an
 - ongoing revelations for twenty-three years, memorisation by Muhammad
 - dictation to the secretaries who recorded the revelations on whatever they could find
 - storage in Hafsa's chest, partial organisation by Muhammad, his death prevented completion
 - the role of the caliphs, completion by 652 CE
- [30]

- (b) An exploration of the view may include: e.g.
- the structure is problematic because it is not chronological, the implications for abrogations, interpretation and application
 - the structure is not thematic and it could seem to lack coherence
 - the language is Arabic, which could prove to be difficult for collective worship and personal understanding for those whose mother tongue is not Arabic
 - the structure is very logical, the longest suras to the shortest and is not problematic
 - the Arabic language which the Qur'an is written in is very beautiful and powerful
 - Allah revealed and dictated the Qur'an in Arabic and therefore Muslims must make every effort to read and understand it in the language it was given in, the language of heaven [15]

Total

**AVAILABLE
MARKS**

45

90