



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2011**

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**Religious Studies**

**Assessment Unit A2 7**

*assessing*

**Religious Belief and Competing Claims**

**[AR271]**

**THURSDAY 26 MAY, MORNING**

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**MARK  
SCHEME**

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **Levels of Response**

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in 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.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

There are separate levels of response for Section A and Section B of the A2 paper.

## A2 BANDS

### AO1 (30 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"><li>• A full and highly informed response to the task.</li><li>• Demonstrates comprehensive understanding and accurate knowledge.</li><li>• A very high degree of relevant evidence and examples.</li><li>• A very sophisticated style of writing set within a clear and coherent structure.</li><li>• An extensive range of technical language and terminology.</li><li>• An almost totally faultless use of spelling, punctuation and grammar.</li></ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"><li>• A reasonable and well informed response to the task.</li><li>• Demonstrates a high degree of understanding and almost totally accurate knowledge.</li><li>• A very good range of relevant evidence and examples.</li><li>• A mature style of writing set within a mainly clear and coherent structure.</li><li>• A wide range of technical language and terminology.</li><li>• A mainly accurate use of spelling, punctuation and grammar.</li></ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"><li>• A good response to the task.</li><li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.</li><li>• A good range of relevant evidence and examples.</li><li>• A reasonably mature style of writing with some coherent structure evident.</li><li>• A good range of technical language and terminology.</li><li>• Reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"><li>• A limited response to the task.</li><li>• Demonstrates some knowledge and understanding.</li><li>• A basic range of evidence and/or examples.</li><li>• Style of writing is just appropriate.</li><li>• Structure is disorganised in places.</li><li>• Limited range of technical language and terminology.</li><li>• Limited command of spelling, punctuation and grammar.</li></ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"><li>• A very basic response to the task.</li><li>• Demonstrates minimal knowledge and understanding.</li><li>• Little, if any, use of evidence and/or examples.</li><li>• Inappropriate style of writing within a poor structure.</li><li>• A very basic range of technical language and terminology.</li><li>• Very poor use of spelling, punctuation and grammar.</li></ul>	<b>0–6</b>

**AO2 (20 marks)**

<b>Band 5</b> <ul style="list-style-type: none"><li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.</li><li>• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.</li><li>• An extensive range of technical language and terminology.</li><li>• An almost totally faultless use of spelling, punctuation and grammar.</li></ul>	<b>17–20</b>
<b>Band 4</b> <ul style="list-style-type: none"><li>• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.</li><li>• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.</li><li>• A wide range of technical language and terminology.</li><li>• A mainly accurate use of spelling, punctuation and grammar.</li></ul>	<b>13–16</b>
<b>Band 3</b> <ul style="list-style-type: none"><li>• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.</li><li>• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.</li><li>• A good range of technical language and terminology.</li><li>• Reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>9–12</b>
<b>Band 2</b> <ul style="list-style-type: none"><li>• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.</li><li>• Limited personal insight and independent thought expressed through some argument.</li><li>• A good range of technical language and terminology.</li><li>• Reasonably accurate use of spelling, punctuation and grammar.</li></ul>	<b>5–8</b>
<b>Band 1</b> <ul style="list-style-type: none"><li>• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.</li><li>• Poor personal insight and/or independent thought.</li><li>• Shallow argument.</li><li>• Limited range of technical language and terminology.</li><li>• Limited command of spelling, punctuation and grammar.</li></ul>	<b>0–4</b>

## Section A

AVAILABLE  
MARKS

- 1 (a) An identification and consideration of the role and importance of revelation in religion with particular reference to the Biblical Creation accounts may include, e.g.:
- an exploration of the nature of Divine revelation and the relationship between God and humanity
  - the significance of Divine revelation – affirming God’s benevolent creative outreach to humanity
  - exploration of the Creation Narratives (Genesis 1 and 2)
  - interpretation of the impact of the Creation story notably linked to Divine revelation
  - the Creation Narratives as revealing the nature and purpose of God and humanity
  - reference to the Teleological and Cosmological Arguments
  - reference to the views of Creationism and Intelligent Design
  - definition of the term “revelation”
  - the distinction between special and general revelation, propositional and non-propositional. [30]
- (b) A critical evaluation of the view that religious and scientific world views can never be reconciled may include, e.g.:
- specific examples of areas of conflict between religion and science – differing views of creation, the universe, the origins of morality and views on humanity
  - historical examples of the suppression of scientific truths by Church authorities
  - an exploration of the views of selected schools of thought such as Positivism and Empiricism
  - reference to the views of atheistic scientists, e.g. Dawkins, Hawking
  - science as Divine gift, a tool to explore a Divinely created reality
  - science and religion as serving two distinctive roles
  - reference to the views of Christian scientists, e.g. Newton, Polkinghorne, Teilhard
  - the priority of science over faith and/or faith over science
  - issues of verification. [20]

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## Section A

AVAILABLE  
MARKS

- 2 (a) An analysis and discussion of the teachings of Jean-Paul Sartre or Soren Kierkegaard may include, e.g.:

### Sartre

- Sartre's profoundly atheistic view of humanity
- the rejection of abstract Hegelian philosophy and the supremacy of individual subjectivity and freedom of choice
- an exploration of Sartrean dualism – the distinction between l'etre en soi and l'etre pour soi, between existence and essence, between authentic and inauthentic living
- an exploration of key themes such as freedom, responsibility, choice, absurdity/nausea
- Sartre's view of the meaningless of the human endeavour and the meaninglessness of life
- reference to selected writings of Sartre – "Nausea", "Being and Nothingness"
- definition of the term atheistic Existentialism.

### Kierkegaard

- Kierkegaard's role as "Father of Existentialism"
- Kierkegaard's view of Christian Existentialism
- an exploration of key themes such as subjectivity, individualism and religious belief, dread and anxiety, Fideism
- Kierkegaard's threefold view of morality
- Kierkegaard's rejection of the institutional Christian Church
- reference to selected writings of Kierkegaard; Fear and Trembling, Truth and Subjectivity. [30]

- (b) A critical evaluation of the claim that Existentialism offers little hope to those enduring suffering and injustice may include, e.g.:

- an exploration of Existentialism as a philosophy leading to despair
- an exploration of Existentialism's emphasis on the themes of suffering and death
- Existentialism as offering a brutally honest view of humanity and the human condition, as opposed to the false reality offered by religion
- reference to the views of relevant scholars, e.g. Camus, Kierkegaard, Sartre, Heidegger
- Existentialism's awareness of the universal nature of suffering and death as offering a sense of solidarity with all those who suffer
- Existentialism's emphasis on living life to the full and on the importance of human authenticity
- reference to the implications of Existentialism's rejection of the afterlife and any form of ultimate/Divine judgement
- reference to the distinction between atheistic and Christian Existentialism. [20]

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## Section A

AVAILABLE  
MARKS

3 (a) An outline and discussion of the relationship between moral integrity and political life may include, e.g.:

- exploration of the term moral integrity
- exploration of how political life supports and/or challenges moral principles
- examples of how moral principles impact on political life and choices
- reference to key moral criteria – theistic and/or atheistic
- reference to the views of relevant scholars – Singer, Bentham and Mills
- exploration of the role and duties of the politician – to defend citizens, to promote equality
- the distinction between totalitarian and democratic states
- specific examples of where political life may conflict with moral principles – engagement in warfare, attitudes towards population control
- reference to Plato's Republic, Aristotle's Virtues and Pauline teaching.

[30]

(b) A critical assessment of the view that honesty in political life is not always the best policy may include, e.g.:

- reference to Utilitarian principles, the greatest good for the greatest number
- reference to the views of Situation Ethics and scholars such as Fletcher
- specific instances when honesty may be ill-advised – peace negotiations, trade deals
- the importance of diplomatic tact and the need for international co-operation
- challenges to the stated claim, the benefits of adherence to moral standards including truth and honesty
- reference to relevant moral teachings – the Humanist Manifesto, the Sermon on the Mount
- the relevance of honesty in business, journalism and for interpersonal relationships
- Kant deontological ethics.

[20]

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## Section A

AVAILABLE  
MARKS

- 4 (a) With reference to religious belief, an explanation of what is meant by the terms exclusivism and inclusivism may include, e.g.:

### Inclusivism

- an exploration of the nature of the Divine as benevolent, omnipresent and omniscient
- humanity's shared identity, product of a loving Creator
- reference to the universal nature of salvation and of Divine truths
- evangelistic, catechetical and missionary activity undertaken by religious believers
- the shared features of religious belief, acknowledgement of the supernatural and Divine
- reference to the benefits of ecumenism and interfaith dialogue
- reference to specific examples of interfaith outreach and dialogue
- reference to the common message held by various religions
- inclusivism as promoting tolerance, peace and mutuality
- examples of religious inclusivism.

### Exclusivism

- the perceived priority/superiority of selected religious belief systems
- religions as offering competing truth claims
- reference to the fundamentally sectarian nature of religious belief
- the concept of special/unique revelation
- the concept of judgement, separation of the righteous from the evil
- exclusion of the heretical and sinful
- separation between the secular and the sacred/religious
- reference to the dangers of cults and sects
- teachings on the concept of separation as found in sacred texts
- reference to the views of relevant scholars, e.g. Hicks, Smith
- exclusivism as leading to conflict and warfare
- examples of religious exclusivism. [30]

- (b) A critical assessment of the view that all religious claims are equally true may include, e.g.:

- the importance of freedom of belief and equality
- exploration of humanity's shared identity, as children of God
- celebration of shared values and the rejection of supremacist and sectarian attitudes
- rejection of missionary endeavour and the concept of special revelation
- the dangers of losing what is unique and valuable in the name of conformity
- reference to atheism's rejection of all religious belief systems as valueless
- reference to pluralism
- reference to the views of relevant scholars: Hick, Rahner, Küng
- the need for religious tolerance in a multi-ethnic society
- exploration of the democratic rights of individuals within society
- the value of accommodationism and compromise. [20]

Section A

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100

## **GCE Religious Studies**

### **A2 Mark Scheme (A2 1 – A2 8)**

#### **Synoptic Assessment**

##### **Levels of Response**

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in 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. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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 opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

## A2 BANDS

### AO1 (30 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"><li>• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.</li><li>• Well integrated response.</li><li>• Clear and critical analysis.</li><li>• Highly accurate use of evidence and examples.</li><li>• Sophisticated style of writing. Very well structured and coherent throughout.</li></ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"><li>• A high degree of understanding of the connections between the selected areas of study in relation to the theme.</li><li>• A well integrated response.</li><li>• Some very good critical analysis.</li><li>• Mainly accurate use of evidence and examples.</li><li>• Mature style of writing.</li><li>• Well structured and coherent throughout.</li></ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"><li>• A good understanding of the connections between the selected areas of study in relation to the theme.</li><li>• For the most part an integrated response.</li><li>• Reasonable degree of critical analysis.</li><li>• A good degree of accurate evidence and examples.</li><li>• Reasonably mature style of writing.</li><li>• Some evidence of good structure and coherence.</li></ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"><li>• A limited understanding of the connections between the selected areas of study in relation to the theme.</li><li>• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.</li><li>• A limited attempt at critical analysis.</li><li>• Insufficient use of accurate evidence and examples.</li><li>• Immature style of writing.</li><li>• Lacking in structure and coherence.</li></ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"><li>• A basic understanding of the connections between the selected areas of study in relation to the theme.</li><li>• Demonstrating only partially accurate knowledge of the different content areas studied.</li><li>• Little attempt, if any, at critical analysis.</li><li>• Inappropriate style of writing with a very basic structure.</li></ul>	<b>0–6</b>

**AO2 (20 marks)**

<b>Band 5</b> <ul style="list-style-type: none"><li>• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li><li>• Very effective comparison and evaluation of scholarly viewpoints.</li><li>• Mature personal insight and independent thought.</li><li>• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.</li></ul>	<b>17–20</b>
<b>Band 4</b> <ul style="list-style-type: none"><li>• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li><li>• Very good comparison and evaluation of scholarly viewpoints.</li><li>• Good personal insight and independent thought.</li><li>• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.</li></ul>	<b>13–16</b>
<b>Band 3</b> <ul style="list-style-type: none"><li>• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li><li>• Very good comparison and evaluation of scholarly viewpoints.</li><li>• Some evidence of personal insight and independent thought.</li><li>• A line of argument, expressed accurately and using some relevant terminology.</li></ul>	<b>9–12</b>
<b>Band 2</b> <ul style="list-style-type: none"><li>• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li><li>• Some comparison and evaluation of scholarly viewpoints.</li><li>• Limited personal insight and independent thought.</li><li>• Little evidence of critical argument.</li><li>• Inaccuracies evident.</li></ul>	<b>5–8</b>
<b>Band 1</b> <ul style="list-style-type: none"><li>• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li><li>• Little, if any, comparison and evaluation of scholarly viewpoints.</li><li>• Minimal personal insight and independent thought.</li><li>• A basic attempt to follow a line of argument.</li><li>• Imprecisely expressed.</li></ul>	<b>0–4</b>

## Section B

AVAILABLE  
MARKS

- 5 (a) With reference to at least two different areas of study, an outline and examination of the contribution of key people to the theme of leadership may include, e.g.:
- identification of key leaders studied
  - exploration of key features – style of leadership provided, authoritative message and radical call
  - exploration of the role of a leader – call to discipleship and transformation
  - comparison and/or contrast between the leadership figures selected
  - reference to relevant biographical material
  - reflection on the veracity and significance of their message
  - reference to subsequent development of their teachings by later followers and exponents
  - reference to relevant scholarly views, opinions and writings
  - reflection on the selected leaders' legacy
  - a critique of the leaders studied. [30]
- (b) In critically assessing the view that religious leadership involves conflict, candidates should refer to other aspects of human experience and could consider the following, e.g.:
- reflection on the role of leadership as demanding reform and challenging the status quo
  - historical precedents for such a claim “a prophet is never welcomed in his own land”
  - an exploration of the types of conflict encountered
  - an exploration of the leader’s role in protecting the oppressed and voiceless
  - specific examples of where leaders have faced conflict, opposition and suppression of their message
  - the notion of self-sacrifice
  - challenges to the stated claim – the role of the leader in resolving conflict, reaching compromises, establishing safety and security for all
  - the thin distinction between new and radical message and established truth, process of synthesis
  - consideration of historical and/or contemporary examples. [20]

**Section B**

**Total**

50

**50**

**150**