

New  
Specification



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2018**

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**Religious Studies**  
**Assessment Unit A2 4**  
*assessing*

Themes in the Early Church and  
the Church Today

**[ARE41]**

**MONDAY 11 JUNE, MORNING**

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**MARK**  
**SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
  - religious, philosophical and/or ethical thought and teaching;
  - influence of beliefs, teachings and practices on individuals, communities and societies;
  - cause and significance of similarities and differences in belief, teaching and practice; and
  - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

### **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

### **Other Aspects of Human Experience at AS Level**

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

### **Synoptic Assessment at A2 Level**

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.

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

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

**Level 2 (Limited):** The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 3 (Good):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 4 (Very Good):** The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

**Level 5 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• An excellent response to the question asked.</li> <li>• Demonstrates comprehensive understanding and knowledge.</li> <li>• Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A very high degree of relevant evidence, examples and scholarship.</li> <li>• A sophisticated answer with a clear and coherent structure.</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar.</li> </ul>	[17]–[20]
4	<ul style="list-style-type: none"> <li>• A very good response to the question asked.</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge.</li> <li>• Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A very good range of relevant evidence, examples and scholarship.</li> <li>• A mature answer with a mainly clear and coherent structure.</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar.</li> </ul>	[13]–[16]
3	<ul style="list-style-type: none"> <li>• A good response to the question asked.</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.</li> <li>• Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A good range of relevant evidence, examples and scholarship.</li> <li>• A reasonably mature answer with some evidence of structure and coherence.</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	[9]–[12]
2	<ul style="list-style-type: none"> <li>• A limited response to the question asked.</li> <li>• Demonstrates limited knowledge and understanding.</li> <li>• Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A limited range of evidence, examples and scholarship.</li> <li>• A limited answer with limited evidence of structure and coherence.</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar.</li> </ul>	[5]–[8]
1	<ul style="list-style-type: none"> <li>• A basic response to the question asked.</li> <li>• Demonstrates minimal knowledge and understanding.</li> <li>• Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• Little, if any, use of evidence, examples and scholarship.</li> <li>• A basic answer with basic structure and coherence.</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar.</li> </ul>	[1]–[4]

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

## Section A

AVAILABLE  
MARKS

1 (a) Explain **two** of the main features of Montanism.

Answers may include:

- Montanus' teaching that the age of the Paraclete had come – a 'New Prophecy'/a 'New Jerusalem.'
- Belief in the imminent Parousia.
- Apocalyptic expectation that the end was imminent.
- Montanism was an eschatological and charismatic movement.
- Rejection of traditional Church structures and authority.
- Place of women in the Montanist Movement, woman could hold office in the church: reference to Priscilla and Maximilla.
- Practice of strict asceticism: wives and private property were given up, a complete separation from the world was encouraged.
- Martyrdom was encouraged and to escape from it was a sin.
- Montanism regarded the utterances of their own prophets on a par with the Old and New Testaments.
- Possible references to sources; Eusebius, Irenaeus, Tertullian.
- Pagan context from which Montanism emerged, e.g. Montanus' background as a priest of Cybele.
- An ecstatic movement which originated in Phrygia in 156 AD.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) "Montanism was a schism in early Christianity but not a heresy."

Critically evaluate this view.

Answers may include:

- Paucity of primary sources and bias of secondary sources throws doubt on whether or not Montanus' teaching challenged orthodoxy.
- It could be argued that Montanism was a return from a growing organisation to the simplicity of early Christianity, so was a schism.
- Large portion of Montanist teaching, e.g. beliefs about salvation, sin and repentance was clearly in line with mainstream early Christianity, so was a schism.
- Nonetheless, Montanism was declared a heresy by the Early Church.
- Speculation surrounding Montanus' Phrygian cultural background, Phrygia was known as the home of strange religious practices, ecstatic dances, orgies, self mutilation.
- Montanus' teaching that the revelation of the Paraclete superseded that of the New Testament is clearly against Church teaching.
- Orthodoxy is suspect when considering the prophetesses method of speaking in a state of ecstasy, they were not conscious of what they were saying and needed interpreters who could have manipulated what was said for their own purposes.
- Some prophecies were unintelligible and thus appeared heretical.
- The insistence that Christians should dissolve marriages could be considered unorthodox.
- Disappointing outcome of the gathering at Pepuza for Christ's return deemed prophecies to be false.
- Followers tended to regard Montanus as not just a medium but close to divine himself, this could be considered blasphemous/heretical, exacerbated by the fact that Montanus spoke in the first person, e.g. "I am the Lord God almighty dwelling in man."

- The gift of the tongues is present and commended in the New Testament, it had been dominant in the Corinthian Church of St. Paul's day.
- Montanists ethical discipline and zeal for martyrdom could be considered reminiscent of early Christianity.
- Montanists were in practice good and energetic Christians; they showed great bravery in the face of persecution, e.g. Lyons and Vienne.
- If Montanism was a heresy, it arguably would not have attracted high profile Christians, e.g. Tertullian who admired their moral values
- Belief in God the creator and Christ the redeemer was fundamentally different to heresies such as Gnosticism and Montanism.
- The debate surrounding whether or not the Church had another agenda deeming Montanism to be a heresy, e.g. Montanism encouraged Christians not to waste their energy organising church institutions, were hard to control, gave too much prominence to women.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

2 (a) Examine Cyprian's views on unity.

AVAILABLE  
MARKS

Answers may include:

- Cyprian's writings to maintain unity in the Church, reference to 'On the Unity of the Catholic Church.'
- The source of unity in the Church is the unity of the Blessed Trinity.
- Views on unity contributed to formalising and institutionalising episcopacy.
- Insistence that the Church cannot be divided.
- Writings on unity were influential on raising further the authority of the Bishops.
- Belief that the Bishops are the glue that hold the universal Church together.
- Writings furthered the idea that there is one uniform true Church united in opinion and practice.
- Cyprian willed his readers to know the fearful impact of schism.
- Possible appeal of writings on his collegiate view of the episcopacy to Christians who oppose a hierarchical structure.
- His writings on unity show him to be pastorally minded, a leader who was popular with the laity and devoted himself to deepening the faith of his flock.
- Candidates might also consider his legacy; his view of the Church united greatly influenced Christian thought.

Accept valid alternatives

Mark in levels

(AO1)

[20]

**(b)** Critically assess the view that Cyprian’s writings on “the lapsed” were extremely significant in their own time, but irrelevant now.

AVAILABLE  
MARKS

Answers may include:

- Cyprian’s writings on the lapsed provide first hand records of the events of the historic Church; a valuable insight today into the treatment of Christians during the persecution of Decius/Valerian.
- Writings on the lapsed provide a remarkably clear picture of Christian life and thought especially in Africa between 248–58 AD.
- Dealings with the lapsed show he dealt with situations on an individual basis which has relevance today.
- Writings show he was a very practical bishop who wanted to do justice to the truth in each situation which is a worthy example to follow today.
- The church could learn from his willingness to speak out on controversial issues and readiness to endanger his own reputation so long as he secured the best for his society.
- Cyprian’s tone is so stern that some interpreters think that he considered no remission to be possible.
- Harsh and legalistic writings are not acceptable in the 21st Century.
- Candidates may argue that such writings are obscure without a thorough knowledge of the situation in which they were written and thus may not apply to today.
- Writings highlight the ongoing debate between the view of the Church as a society of saints or a school for sinners.
- Belief that the sacraments are the channels of grace and vehicle of the Holy Spirit has eternal relevance for Christians.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) "The issue of religious leadership is a central problem for the Church today."

AVAILABLE  
MARKS

Present a case for this statement.

Answers may include:

- Possible reference to different forms of leadership and organisational models, e.g. hierarchical compared to congregational.
- The disadvantages to both hierarchical and congregational models.
- Different understandings of authority.
- Many people of faith believe God speaks equally to all, this conviction may compel them to challenge religious leaders.
- Attitudes to religious leadership in a post modern-society.
- The rejection of religious leadership in a secular society.
- Religious leaders as humans are fallible and thus capable of being erroneous.
- Issue that some religious leaders have acted in a corrupt or immoral fashion.
- Consideration of issues with or between different denominations may be considered.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) With particular reference to C. S. Lewis, critically evaluate the view that defending the faith in a secular age is extremely difficult.

Answers may include:

- Particular reference to C. S. Lewis: his reputation as an ‘apostle to the sceptics.’
- Arguments about the positive impact Christian writers can have in creating a set of values and a moral code for society to live up to.
- As a Christian writer, children’s writer and writer of science fiction, C. S. Lewis has the ability to impact at different levels and connect with different audiences.
- C. S. Lewis’ view of the importance and function of mythology and story can be evangelistically effective, his appeal to imagination, as much as reason and logic, especially through images and metaphors impacts positively on his audience.
- Many non-believers have found their way to Christ through C. S. Lewis’ writings.
- Possible reference to the writings of C. S. Lewis; ‘Mere Christianity,’ ‘Miracles,’ ‘The Problem of Pain.’
- The ability of Christian writers to affirm a sense of belonging and identity in a secular age.
- In the midst of secularism, many search for belief and truth which Christian writers can provide.
- The ability of Christian writers to share the rationality of religious thinking, strengthen the faith of believers and provoke non-believers to consider Christ.
- Christian writer’s personal experience of suffering and doubt can impact those who find it difficult to believe in God or accept claims of Christianity.
- In a secular culture which is rethinking the Enlightenment overemphasis on abstract reason, the literary style of some Christian writers is appealing.
- Possible reference to other Christian writers; Alister McGrath and Karl Rahner.
- Reference may be made to the problem of the relevance of Christian writings in a secular society, e.g. an examination of the changing nature of society from one heavily influenced by religious thinking to one dominated by secular thought.
- The diluting of religious morals, values and influence at local and national level.
- The challenge of Christian writings making an impact in a pluralistic society: the diversity of belief and practice in a secular age.
- Candidates may cite relevant historic and/or contemporaneous examples to illustrate their point further.

Accept valid alternatives

Mark in levels

(AO2)

[30]

**Section A**

**AVAILABLE  
MARKS**

50

**100**

**Synoptic Bands**
**Total Marks: [20]**

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

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

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

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

Section B

AVAILABLE  
MARKS

4 (a) “Religious thinking only advances because of controversy.”

With reference to **one** example, present a case for this statement. You must support your answer with reference to at least one other unit of study.

Answers may include:

- Consideration of the ways in which controversy has benefited religion.
- Controversy can lead to fresh study and thinking.
- Argument that controversy can bring solidarity in the community.
- Consideration of the inevitability of controversy, the need to accept it and handle it in the most positive way possible.
- Controversy can lead to beliefs and practices being redefined which is more pertinent in an increasingly changing society with scientific advances.
- Possible argument that Jesus was controversial.
- The crucial part religion plays in world politics.
- Consideration of the negative impact of controversy on religious communities and those outside the community: loss of faith in God, leaders and institutions.

Accept valid alternatives

Mark in levels

**Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.**

(AO1)

[20]

(b) "Religion acts as a conscience of the State especially in times of conflict."

Critically assess this view. You must refer to other aspects of human experience in your answer.

Answers may include:

- Consideration of the claim in relation to other aspects of human experience.
- Possible historical/contemporary exemplification.
- Clarification of the metaphor 'conscience of the state'.
- Consideration of the source of the conflict and the role religion can have: power, leadership, new challenges due to secularism.
- Consideration of the benefits of religion in conflict; the nature of God, moral living, the supremacy of love.
- Consideration of the variety of roles held by religious leaders that can help in times of crisis: spiritual guides, teachers, pastors, visionary, finances, maintain unity in own church and so acts as the conscience.
- Religious groups unite together to reach a common goal of helping people; the work of missionaries.
- The outreach support of religious organisations during times of conflict such as Corrymeela, Trocaire, Open Doors.
- The contribution of the World Council of Churches (WCC) by serving human need, breaking down barriers between people, seeking justice and peace. In so doing, religion can act as the conscience.
- Possible argument that religion is the cause of conflict, e.g. the religious tensions in Northern Ireland, Islamic extremists crediting their activities to religion. In such cases, religion is not acting as the conscience.
- Consideration that religion can exacerbate the controversy, problems found in the fact that religion does not speak with one voice.
- The state, as democratically elected, is charged with the duty of looking after its citizens. Religion should not therefore act as the conscience.
- Possible argument that the state is more important as the moral custodian in an increasingly secular age during times of conflict.
- Where religious authority has failed to protect its adherents and the state has to be relied on during times of conflict.
- Issues pertaining to atheism: the views of Dawkins.
- The approach of Humanism in favour of the advancement of humanity by its own efforts and therefore a rejection of religion, the humanistic conscience.
- Possible argument that neither the role of religion nor state is important: the approach of existentialism and the primacy of the individual.

Accept valid alternatives

Mark in levels

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

(AO2)

[30]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**150**