



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2019**

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## **Religious Studies**

**Assessment Unit A2 2**

*assessing*

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

**[ARE21]**

**TUESDAY 4 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

Answer **two** questions from Section A

- 1 (a) With reference to 1 Corinthians, clarify Paul's teaching on marriage.

Answers may include:

- Context for Paul's teaching on marriage
  - responding to the issues raised by the Corinthian church themselves;
  - correcting and encouraging the church.
- Consideration of the context of the Corinthian church; the influence of ascetics; Corinth as a place of sexual licence.
- Paul's belief in the imminence of the parousia.
- Paul's teachings in relation to marriage (1 Corinthians 7)
  - good not to marry; marriage prevents immorality;
  - responsibilities within marriage;
  - advice for unmarried and widows;
  - separation and divorce;
  - virgins;
  - engaged couples;
  - mixed marriage and the Pauline Privilege;
  - Paul's advice and the Lord's command.
- The radical challenges this presented to the early Christians.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) "Paul's teaching on marriage and immorality in 1 Corinthians no longer serves the needs of Christians today."  
To what extent is this statement true?

Answers may include:

- Evidence drawn from 1 Corinthians.
- Consideration of the out-dated nature or otherwise of teaching on immorality: the variety of attitudes to sexual morality, differing attitudes to the role of the church in administering discipline.
- Consideration of the out-dated and impractical nature or otherwise of the church settling its own disputes, how the church has been influenced by society in relation to use of the law.
- Consideration of the out-dated nature or otherwise of Paul's teaching on marriage, the single state, separation, divorce.
- Consideration of the out-dated nature or otherwise of Paul's teaching on the role of women.
- Consideration of the Corinthian context, the extremity of the issues which were found there.
- Consideration of reasons why the letter might seem out-dated or impractical: the particular Corinthian context, an ancient document, the expectation of an imminent parousia.
- Consideration of the belief that this Letter is the word of God, is timeless and always relevant.
- How Paul acknowledges he is giving his opinion and not eternal truth on some occasions.
- Consideration of different ways of interpreting and applying scripture; literalist, more liberal.
- Consideration of Paul's contribution to the church's traditionally negative view of sex, and how this has changed even within the church.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

2 (a) Analyse Paul's defence of his apostleship in his Letter to the Galatians.

AVAILABLE  
MARKS

Answers may include:

- Reference to chapters 1 and 2 of Galatians and any other relevant sections of the Letter.
- The context: after Paul establishes the churches in Galatia on the first missionary journey, false teachers or Judaisers had begun to make accusations in relation to Paul and his message.
- The claim was that Paul was not an apostle and therefore did not have apostolic authority.
- The second claim, which followed on from the first, was that Paul's version of the gospel was false.
- The Judaisers claimed that Gentile converts to Christianity could not be saved by faith alone but also needed to adhere to the Law of Moses and be circumcised.

The details of Paul's response to the allegations of the Judaisers:

- Paul's gospel had been revealed to him by Christ (1:11–17);
- Paul only met the original apostles three years after his conversion (1:18–24);
- Fourteen years later the apostles endorsed his gospel (2:1–10);
- Paul had equal authority to the other apostles and had to rebuke Peter (2:11–21).
- The importance of these chapters and the Letter was that Christianity was free of Judaism and the law.
- These chapters consolidated the inclusion and equality of Gentile converts.
- A critical discussion of the texts.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “Paul’s teaching on Christian freedom and life in the Spirit in Galatians provides a valuable code for moral living.” Critically assess the truth of this statement.

Answers may include:

- Consideration of the relevance of this teaching for moral living.
- Paul’s other general aims in writing Galatians; authority; apostleship; purpose of the law; justification.
- Specific aim of explaining Christian freedom and life in the Spirit.
- Links to Galatians 5 and 6.
- Debate on need for codes for living; restriction of freedom.
- Consideration of examples of legalism in the church today; the impact of this on believers, e.g. the Code of Canon Law and Safeguarding.
- Consideration of why Christian beliefs about the Holy Spirit can be divisive today, how the Holy Spirit is received, manifestations of the Holy Spirit, how the Spirit guides someone’s life, e.g. Pentecostal and Charismatic movements.
- Consideration of why different Christian beliefs about freedom might cause division, freedom to submit, love and serve, legalism and liberalism, grace.
- Consideration of how these fundamental beliefs bring a broad agreement, unity and inspiration to the Christian church, e.g. Pope Francis and Kenneth Copeland.
- Consideration of other areas which might cause disagreements or division within the church today, e.g. role of women, homosexuality, church liturgy, abortion, euthanasia.
- Consideration of scholarly debate on freedom and life in the Spirit.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

3 (a) Explain Paul's teaching on "spiritual warfare" in Ephesians.

AVAILABLE  
MARKS

Answers may include:

- Paul's themes include avoiding sin and living a life pleasing to God.
- Paul's suggestion of preparation for spiritual battle; the enemy is the devil.
- Putting on the 'armour' of God.
- The belt of truth – knowing and remaining faithful to the truth of the gospel in your conduct.
- The breastplate of righteousness – living your new life justly consistent with Christ's teaching.
- Feet fitted with readiness that comes from the gospel of truth-sharing faith with others.
- The shield of faith – firm belief under attack.
- Helmet of salvation – belief provides safety from attack.
- The sword of the Spirit – counter-attack against the spiritual forces.
- Need to stand firm against the devil; determination of a soldier.
- Importance of prayer.
- Possible reference to "powers and principalities" as the context of spiritual warfare.
- Peace as the goal of spiritual warfare, and how this connects to the creation of a new humanity.
- The ultimate purpose is to bring "all things" under the leadership of Christ.

Accept valid alternatives

Mark in levels

(AO1)

[20]

**(b)** With reference to Ephesians and one other letter, critically assess the extent to which it is true that Paul's sole aim was to be a shepherd to the Church.

Answers may include:

- Consideration of how far Paul seeks to be a shepherd/pastor in all his churches.
- Care and concern for all the churches he founded; revisiting; writing letters; maintaining a unity of belief and practice.
- Role of Paul as shepherd, e.g. Ephesians – advice about spiritual warfare; maintain faith in a hostile world; new lifestyle for Christians.
- Galatians – safeguarding the church from heresy; Christian freedom.
- Corinthians – guiding the moral life of the Corinthians, e.g. sexual immorality, marriage.
- Consideration of other roles, e.g. apostle to the Gentiles, e.g. missionary journeys.
- Consideration of Paul as a teacher/evangelist; spreading the gospel; maintaining truth (Gal 1–2); applying gospel values to Christian life, e.g. unity in Corinth; Ephesians 3, courage and determination in the face of suffering and imprisonment; Ephesians 5–6 living life in a way pleasing to God.
- Consideration of Paul as a theologian; explaining complex religious truths, e.g. God's plan for salvation (Eph 1); Unity in Christ (Gal 3:27).

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

You **must** answer this question

- 4 (a) “Religious texts provide a sound basis for morality where there is moral conflict.” Present a case for this statement. You must support your answer with reference to at least one other area of study.

Answers may include:

- Specific reference to a case for the statement.
- Consideration of the influence of religion on morality in history, e.g. Natural Moral Law, the Ten Commandments, the Golden Rule.
- Consideration of the tension between revelation and reason; authority of scripture; magisterium of the Catholic Church.
- Consideration of tension between liberal and fundamentalist interpretation of sacred texts used to influence morality, e.g. homosexuality.
- Consideration of the influence of religious texts on legal systems around the world, e.g. life issues.
- Consideration of the role of the Church as the moral conscience of society.
- Consideration of the appropriateness of historical morality, e.g. supporting slavery (1Pt 2:18–22); racism (Gen 9:18–25); ethnic cleansing (Numbers 33:50–56).
- Sacred texts providing clear guidance where there is possible moral conflict, e.g. respect for life issues, e.g. abortion/euthanasia/war.

Accept valid alternatives

Mark in levels

Candidates must refer to one other area of study to access Bands 4–5.

(AO1)

[20]

**(b)** “Religious morality must remain constant in spite of surrounding social change.”

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

Answers may include:

- The influence of objective truths on religious morality.
- Examples of change in morality in society, e.g alcohol, gambling, adultery, contraception, consumerism.
- Examples from history where moral stances by the church came into conflict with secular society, e.g. death penalty, workers rights, slavery.
- Possible discussion on the influence of the spectrum of religious belief, e.g. conservative and liberal on religious attitudes.
- Consideration of the changing relationship between religion and secular society, e.g. separation of church and state leading to conflict on moral issues, e.g. abortion, euthanasia, climate change, social welfare reform.
- Influence of public opinion and prevailing culture on secular morality, e.g. consumerism.
- Consideration of promotion of views on moral issues by the churches, e.g use of social media, magazines, public statements, encyclicals.
- Conflict within religions over morality, e.g. divorce/remarriage, same-sex marriage, social justice issues, equality of women.
- The view that science offers more to morality than religion, e.g. the views of Sam Harris.

Accept valid alternatives

Mark in levels

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

(AO2)

[30]

50

**Section B**

**50**

**Total**

**150**

**AVAILABLE  
MARKS**