



*Rewarding Learning*

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

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**Religious Studies**

**Assessment Unit A2 4**

*assessing*

Themes in the Early Church and  
the Church Today

**[ARE41]**

**TUESDAY 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

Answer **two** questions from this section

- 1 (a) “The Canon of Scripture was vital to the survival of the Church.”  
Present a case for this statement.

Answers may include:

- Clarification of the term Canon.
- Specific reference to a case for the statement.
- Factors which contributed to its gradual development such as the death of the apostles and the vital need to preserve their writings for future generations.
- Issues relating to the threat of heresy, for example, the challenge for the church to respond to Marcion’s greatly reduced Canon which undermined the authority of the Old Testament and the four Gospels, and which severely edited Paul’s letters.
- How this was linked to the Church’s acceptance of the Old Testament as Scripture and the belief that it is fulfilled in Christ.
- The vital need for the Church to refute Gnostic Gospels which had the potential to lead believers astray.
- The challenges raised by the prophetic utterances of the Montanists in relation to the imminent parousia and how these threatened the authority of the Church and claimed to provide additional revelation.
- The need for an accepted Canon which was the final revelation of God containing all that was needed for godly living and for directing the Church in the future.
- Criteria for acceptance into the Canon – for example, apostolicity, widespread acceptance, evidence of inspiration, agreement with other Scripture. All of these excluded heretical writing which threatened the Church’s survival.
- The possibility that the closing of the Canon of Scripture could have ‘silenced’ the Holy Spirit and so could in fact have harmed the Church’s development.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) To what extent was Irenaeus' polemic essential in defeating heresy?

AVAILABLE  
MARKS

Answers may include:

- Reference to the content of Irenaeus' polemic Against Heresies – 5 volumes of which fragments remain.
- Identification of the heretical teaching which he was challenging – making believers aware of error.
- The necessity for someone to challenge the Gnostic threat which seriously challenged orthodoxy.
- His part in laying out the orthodoxies of the Christian church, e.g. belief in one Creator God, the incarnation of Jesus, the role of the Holy Spirit in preserving the truth in the Church.
- His emphasis on the unity of the Godhead, on the historical Jesus and on recapitulation.
- His Canon of Scripture in identifying the books which had sacred authority in contrast to heretical writings.
- His reference to four principle winds as the basis for only four Gospels to counter the existence of Gnostic Gospels.
- His contribution to the principle of apostolic succession to refute his opponents especially the Gnostics who claimed secret 'gnosis' passed on by Jesus to a few chosen intimates.
- The significant role which his writings played as a foundation for later Church Fathers.
- Possible bias and inaccuracies in Irenaeus' writing regarding the Gnostics.
- Reference to other Church Fathers, e.g. Tertullian, who also played an important part in the defeat of heresy.
- The role of God, the Holy Spirit in protecting the Church from error
- Heresy was not defeated by his writings as it still exists today and some current heresies have similarities to those around at the time of Irenaeus.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Analyse the content of Tertullian's Apology.

AVAILABLE  
MARKS

Answers may include:

- Reference to his Apology and the reasons for writing it.
- His protest against the Romans' condemnation and persecution of Christians based on ignorance and rumour.
- His pleas that if Christians are criminals, then they should be treated as other ordinary criminals who are allowed to speak their defence.
- His refutation of the unjust charges made against the Christians, e.g. atheism, incest and adultery, sacrilege and disloyalty.
- His description of Christian worship.
- The effects of persecution on the spread of Christianity.
- The unfair treatment of Christians who, for the name alone, are regarded as criminals.
- His attacks on paganism – the nature of their deities in comparison to the Christians' One God.
- The role of the Christians as loyal citizens who pray for the Emperor who has received his authority from the Christian God.
- Relevant use of Tertullian's Apology.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) Critically assess the view that Tertullian's association with Montanism made his moral writings harsh and therefore unappealing for today.

AVAILABLE  
MARKS

Answers may include:

- References to examples of his moral writings.
- Evidence that Tertullian's moral writings became more rigorous due to his association with the Montanist movement, for example, concerning serious sins committed after baptism.
- Discussion about how his harsh writings are unappealing to a modern religious believer who may focus more on the principles of love and forgiveness.
- Tertullian's stress on the principle of Christian separation from the world may be unappealing for today.
- The view of some that moral absolutes do not change from age to age.
- The continuing appeal of his emphasis on how one's faith should shape how one lives in society.
- The need for Christians today to draw attention to moral issues and where necessary to confront controversy – as Tertullian did.
- The appeal to some religious believers of his strong emphasis on modesty of women although the setting aside of jewellery as well as veiling of virgins is unappealing to others due to overemphasis on externals.
- The necessity of considering the internal aspects of one's faith i.e. thoughts, the mind which are worked out in proper behaviour.
- Suggestion that Tertullian is misogynistic and such attitudes have limited appeal among Christians today.
- Tertullian's writings are for a particular time and place in history i.e. 2nd/3rd century Africa so have no relevance to the challenges faced by most Christians in modern society.
- His rigorist views and dogmatic approach are unappealing in a politically correct and tolerant 21st century western society, a society that is largely secular in character.
- Much of what he wrote was personal opinion and prejudiced, and did not necessarily reflect the view of the Church as a whole in his generation.
- Some of his writings have no basis in Scripture so therefore can have no appeal in any age.
- Discussion on how the view of many modern Christians re entertainment today would differ from Tertullian's views on the theatre and the arena.
- Evidence of the wide range of attitudes among modern Christians regarding what constitutes morality.

Accept valid alternatives

Mark in levels  
(AO2)

[30]

50

3 (a) Outline the impact of secularisation on religion.

AVAILABLE  
MARKS

Answers may include:

- Clarification of what is understood by secularisation.
- The pressure on individual believers to conform to standards contrary to particular religious teaching.
- Some believers have a limited understanding of religious teaching and so can be easily influenced by secularisation.
- Other impacts include a decrease in church membership, attendance, baptisms and marriages.
- Decline in religious belief and meaningful observance of religious festivals.
- Examples of how Churches have become more accommodating towards secular society and so the distinction between the two has become blurred.
- Loss of authority and influence of religious figureheads reflected in changes in laws regarding abortion, definition of marriage and how these changes challenge the Church.
- How continuing secularisation raises concerns about the future of the Church and religious belief.
- How secularisation has caused some within the Church to become more outspoken in defending and explaining the faith, e.g. Alister McGrath, Karl Rahner.
- Reference to impact of secularisation on other faiths, e.g. pleas for reform within Islam – Ayaan Hirsi Ali.

Accept valid alternatives

Mark in levels

(AO1)

[20]

**(b)** Critically evaluate the view that the authority of religious leaders continues to be vital to the religious and moral beliefs of society.

**AVAILABLE  
MARKS**

Answers may include:

- Reference to contemporary authoritative religious leaders and their influence in society, for example, the media reporting on pronouncements made by Pope Francis, Justin Welby, Dalai Lama.
- The changing role of religious leaders – the need for them to make a meaningful contribution to society, e.g. speaking out for the marginalised, making pronouncements on climate change, challenging government policies which cause hardship for the poor.
- The view that the authority of religious leaders has decreased since they have been influenced by society’s standards and have compromised beliefs and morals in order for religion to be more widely accepted, e.g. allowing same sex marriage in church, ordination of gay clergy, greater acceptance of abortion.
- Reference to Islam and its authority over its followers, for example, the oppressive use of the religious police in Saudi Arabia to enforce religious laws.
- The role of Sharia Law in enforcing religion within a society.
- Alternative sources of authority within religion such as sacred writings which can be read and interpreted by religious believers individually thus reducing the authority of leaders.
- The emphasis by some regarding the role of the Holy Spirit in giving direct revelation to individuals, not necessarily religious leaders.
- The rise of secularisation and the subsequent loss of authority and relevance within wider society of religious leaders.
- Other reasons for this loss of authority such as:
  - the move away from institutionalised religion and the emphasis on individual faith and accountability to God.
  - changing structures within organised religion such as an increased in house fellowships with a greater emphasis on the priesthood of all believers.
  - rise in atheism possibly due to the challenges of science to Biblical truth resulting in rejection of the authority of religious leaders.
  - the failings of religious leaders in relation to morality, for example sexual scandals and financial impropriety- resulting in loss of credibility.
  - rise in atheism and humanism resulting in rejection of strict moral beliefs linked to religion.
  - the attitude of many that one can maintain moral integrity without religious belief.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

**Section A**

**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) ‘The relationship between religion and state has always been a problem.’  
With reference to one example, examine this statement. You must support your answer with reference to at least one other unit of study.

Answers may include:

- Differing roles of religion and state and how these roles may clash.
- Historical examples of Church/State relationship and the problems which have arisen, e.g. the German Churches and the Nazi government, the Dutch Reformed Church and apartheid in South Africa.
- The role of the British monarch as head of the Church of England and the role of bishops in the House of Commons and why this is problematic.
- The constitutional position of the Roman Catholic Church in Southern Ireland after 1921 and how this influenced laws and the treatment of other denominations.
- The difficulties which arise when Church and State connect, e.g. conflict of interest, imposition of religious rules on secular law, consequences for non-religious citizens or for citizens of other faiths.
- Reference to the Northern Ireland situation in relation to the DUP and Christian groups on changes to legislation on same sex marriage and abortion law.
- The influence of the Roman Catholic Church on laws in Ireland regarding abortion, divorce and same sex marriage.
- Examples from other religions, e.g. Sharia Law in Islamic countries.

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) Critically evaluate the claim that in a modern society with many different religious faiths or none, separation of religion and state is the only option. You must refer to other aspects of human experience in your answer.

Answers may include:

- Discussion of the benefits arising from separation of Church and State.
- No one religious group has advantage over other religious or secular groups.
- The beliefs of a religious grouping cannot be influential in creating laws which may not reflect and even negatively impact the beliefs of others.
- A religious group cannot be pressurised by the state to offer credibility to the state when it may be acting unjustly.
- The religion cannot have a say in state decisions such as laws, social reform, political decisions.
- The religious group has autonomy and does not have to seek its identity within the state.
- Religious education would be excluded from state schools – many would see this as a positive step since so many pupils and parents have no religious aspect to their lives or because schools are increasingly cross-cultural, so it is difficult to accommodate all religions.
- Discussion of why such separation is necessary – negative examples – historic and/or contemporary.
- Reference to examples from history of the positive outcomes of Church/ State relationships, e.g. the role of Christian social reformers in the abolition of the slave trade.
- Alternative models, e.g. Church and State totally separate but existing side by side, e.g. France promotes religious freedom while preventing religion from influencing its laws.
- Complete separation of Church and State and how this works out in practice – the Anabaptist view.
- The responsibility of Church members to be good citizens who pray for those in power recognising that their authority comes from God who has ordained them to places of leadership.
- The oppression by the Church in some countries which deny religious freedom to anyone who falls outside what the state supports.
- The existence of theocracies where there is no distinction between State and religion, e.g. Iran.
- The prophetic role of religion, how a religious voice is needed in order to challenge the state/curb excesses of the state.

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**