



Rewarding Learning

ADVANCED
General Certificate of Education
2022

Religious Studies

Assessment Unit A2 4

assessing

Themes in the Early Church and
the Church Today

[ARE41]

MONDAY 20 JUNE, MORNING

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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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

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

Section A

AVAILABLE
MARKS

Answer **two** questions from this section

1 (a) Outline Gnostic teaching on salvation.

Answers may include:

- Awareness of Gnosticism – a syncretistic, heretical belief system which brought together ideas from the mystery religions, Greek philosophy and Christianity.
- Special emphasis on possession of 'gnosis' i.e. knowledge, as the essential means of salvation in contrast to the orthodox view of Jesus' death on the cross.
- Within human beings there is trapped a divine spark which, when awakened through gnosis, enables them to become aware of their condition.
- This gnosis was available only to the intellectual elite i.e. Gnostic followers, therefore salvation was for a select group.
- Before his ascension Jesus passed on this gnosis to a few chosen intimates of whom Gnostic leaders are the successors.
- Not all people can be saved, because in some the spiritual element/ divine spark is minimal or missing.
- Jesus is the divine being who has entered the lower world to release the divine spark imprisoned in flesh so it can return to the world of the pure spirits and fellowship with God – this is salvation.
- The saviour of humanity must be a pure spirit otherwise he also would be imprisoned in soul and body as humans are – this led to a Docetic view of Jesus.
- Reference to Gnostic teachers such as Valentinus, Basilides, Cerinthus and their particular views of salvation.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) To what extent is it true to say that church government developed only because of the threat of heresy?

Answers may include:

- Evidence from the writings of Ignatius of Antioch that the three fold ministry (the monarchical episcopate) developed due to the threat of Judaisers and Docetists – the bishop in each church was the safeguard against the encroachment of heretical teaching.
- In Ignatius' view, a church protected by a bishop would ensure that only the apostolic faith was taught in that church.
- Irenaeus' teaching about apostolic succession developed in response to Gnostic claims about secret apostolic traditions (gnosis) handed down to them from the time of the apostles.
- In apostolic succession, there is in any church a succession of bishops going back to apostolic times and each bishop kept intact the faith received from his predecessor.
- The bishop in the church over which he presides is the guarantee that the historic Christian faith is being maintained and handed on.
- Irenaeus' example of the church at Rome where the line of successive bishops can be traced back to the founding apostles Peter and Paul.
- The writings of Tertullian likewise opposed Gnosticism and supported apostolic succession – the apostolic truth is only in churches founded by the apostles who received the truth from Christ who in turn received it from God. The apostles appointed their successors, the bishops, who preserved the truth.
- Tertullian's challenge to the Gnostics to unroll their lists of bishops.
- Cyprian's view that the Churches' bishops stand in the place of the apostles – they are the successors of the apostles and the Church is founded on the bishops.
- This ensured unity in the face of the threat of heresy.
- The Church's response to Montanism was to emphasise and increase the power of the bishop – the Holy Spirit speaks through the bishop.
- The Church, in order to survive, required discipline and strict obedience to its leaders as it awaited the Parousia.
- Reference to other reasons for the development of church government.
- The appointment of the seven 'deacons' in Acts 6 came about for administrative and practical reasons.
- A natural process that where there is a group of leaders, one tends to come to the fore and act as spokesperson.
- The rapid early growth led to a need for supervised discipline and structured teaching which in turn led to more developed government with a central leader.
- Reference to specific writers and their literature.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Examine **one** of the main themes in Tertullian's doctrinal writings.

AVAILABLE
MARKS

Answers may include:

- The overriding theme in his doctrinal writings is defending the church from the attack of heresy and false teachings.
- The theme of his work 'The Prescription against Heretics'.
- In this he placed a 'limit' on debate with the heretics because he denied them any right to appeal to Scripture since their origins are in pagan philosophy.
- Heretics twist Scripture for their own ends to support views contrary to orthodoxy.
- His emphasis on the 'rule of faith' which has been taught in the Church from the beginning by Christ and the Apostles and by successive generations.
- Any deviation from this 'rule of faith' is recent and pagan in origin.
- The theme of his longest work entitled 'Against Marcion', which consists of five books, is the refutation of Marcion's teaching.
- His emphasis on the theme of one Creator God and the unity of the Old and New Testaments in response to Marcion's dualism and reduced canon.
- He mocks Marcion who erased large sections of Scripture with his 'sponge' and protests that Marcion 'used the knife and not the pen' in relation to the Scriptures.
- The theme of the unity of Scripture is emphasised by Tertullian demonstrating how Jesus fulfils Old Testament prophecies.
- The theme of the oneness of God in three persons continues in his defence of the doctrine of the Trinity as set forth in 'Against Praxeas' and to which we owe the technical use of the word Trinity (trinitas).
- The theme of his Anti-Gnostic writings such as 'Against the Valentinians' and 'On the Resurrection of the Flesh' is the survival of the soul and the physical resurrection of the body.
- A similar theme is reflected in 'On the Flesh of Christ' in which he argued for Christ's true humanity – his death and resurrection were real. This is in opposition to the Docetists.
- Reference to the theme of specific writings and relevant quotations from them.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) Critically assess the view that, as in the Early Church, there is still a need for religious writers to engage in apologetics.

AVAILABLE
MARKS

Answers may include:

- The meaning and role of apologetics – to defend, explain and commend the faith.
- Examples of challenges which religion faces today which give rise to the continuing need for apologetics.
- Discussion regarding the challenges which new atheism and secularisation brings to religion – for example, religion inspires violence, religion is irrational, and religion and science are contradictory.
- Examples of those who expound new atheism and how and why religious writers have responded – the interaction between Richard Dawkins and Alister McGrath.
- The debate regarding science and religion and how this gives rise to a need for apologetics focusing on the compatibility of the two.
- Apologetics demonstrates that religion has nothing to hide or fear and is able to hold its own in the public arena.
- The impact of secularisation on religious faith and the need to defend it against misunderstandings, accusations and apathy.
- The need for a rational defence and commendation of faith as intellectually credible to those who see it as irrational and dubious.
- The need to engage in defending the faith and to speak well of it due to scandals within the Christian Church which have undermined its authority and credibility.
- Apologetics is needed to counter the mostly negative portrayal of religion in the media.
- Modern day religious writers need to defend the faith against false teaching which claims to be authentic but which may cause confusion and may mislead would-be converts.
- Examples of modern day sects which orthodoxy regards as expounding false teaching.
- As apologetics defines and defends the truth of what the faith believes, it can be beneficial to religious believers as it helps them understand their faith.
- Without challenges, faith stagnates – apologetics helps keep faith relevant and fresh.
- Examples of apologetic writers such as C. S. Lewis, Alister McGrath and Karl Rahner – reference to their works and assessment of the need for such writers.
- Discussion of the limits of apologetics in modern day society and possible reasons for these.
- Some modern day religious writers have narrow appeal – perhaps to like minded people or to those with a certain intellectual ability.
- Atheists and agnostics may not be persuaded that religious writers have any plausible answers to offer.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Compare and contrast any **two** forms of religious leadership in the church today.

AVAILABLE
MARKS

Answers may include:

- Reference to any two forms of religious leadership.
- Episcopal or hierarchical as found in, for example, the Roman Catholic and Anglican churches.
- The rule of a bishop in overseeing clergy within a diocese.
- The authority of the Pope, the bishop of Rome within the Roman Catholic Church in contrast to the Anglican Church which does not have a pope but the monarch is head of the church.
- The contrast made with the Presbyterian or Congregational forms of leadership where authority rests with a body of elders/presbyters.
- Explanation of how Presbyterian Churches are organised, for example, the role of the General Assembly and the Moderator.
- Comparison with the congregational form of church organisation as found within Baptist and Congregational Churches.
- The role of the congregation in decision making in comparison to other forms of leadership.
- Comparison or contrast may be made by way of reference to possible advantages or disadvantages of the forms of leadership.
- In Episcopal forms, there are clear lines of authority and responsibility but the laity may feel isolated from the decision making process and there may be a risk of individuals who abuse their power.
- In Presbyterian government, the minister is first elder among equals with a specialised role in preaching.
- In Congregational forms, the laity have a voice but too many may want a say and the leadership can be undermined.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “The collapse of religious faith is the main reason why religious leaders today have limited authority”. Critically evaluate this claim.

Answers may include:

- Possible reasons why this statement might be true.
- Moral failure on the part of some religious leaders may have undermined the respect in which they are now held.
- Specific examples of such failure and possible reaction to it.
- How religious leaders have undermined their own integrity through involvement in scandalous acts.
- Changing styles of religious leadership and organisation may have reduced the authority of individual leaders.
- A greater focus on individual freedom to interpret religious texts and how to live accordingly.
- The influence of education, secularisation and the rise of individualism in modern cities which has led to the questioning of the spiritual.
- Within the Christian Church, the increasing number of charismatic groups have moved the focus to the leading of the Holy Spirit and individual experience of being led by the Spirit rather than by an individual leader.
- The Spirit gives direction and the authority of leaders is unnecessary or secondary.
- The denial by some of absolute authority being found in an individual or in a select group.
- A greater focus on separation of the individual’s spiritual life from their private life which excludes interference by religious leaders.
- The reluctance of religious leaders to exercise authority over members of the faith for fear of legal proceedings against them.
- The overall decline in the power of religion due to many challenges such as science or new atheism.
- Evidence that religious leaders continue to have authority over believers.
- Examples of churches or house fellowships where the authority of the leaders goes unchallenged and is regarded as absolute.
- Reference to other religions such as Islam and evidence of the authority of its leadership over believers.
- Evidence from Islam of Sharia law and how faith permeates every aspect of life and is set within the laws of nations – thus ensuring the authority of religious leaders over its members.
- The collapse of religious faith being perhaps only a western world phenomenon though there appears to be a continued spiritual hunger amongst people.

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"> • An excellent attempt at analysis with a full and highly informed response to the question. • Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good attempt at analysis with a well informed response to the question. • 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. • A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good attempt at analysis with a reasonably well informed response to the question. • Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited attempt at analysis with a limited response to the question. • Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic attempt at analysis with a basic response to the question. • Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. • A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[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"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis in relation to other aspects of human experience. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis in relation to other aspects of human experience. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis in relation to other aspects of human experience. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis which struggles to relate to other aspects of human experience. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis which fails to relate to other aspects of human experience. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

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

Section B

AVAILABLE
MARKS

Synoptic Assessment

Theme: Faith, Morality and the State

You **must** answer this question

- 4 (a) “Religious faith has made a contribution to the resolution of conflict in society.”
With reference to **one** historical 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:

- Reference to **one** historical example relevant to this statement.
- Examples from Northern Ireland of Roman Catholic and Protestant clergy such as Fr. Alec Reid, Rev. Harold Good and Rev. Ken Newell who contributed to the peace process leading to the Good Friday Agreement.
- Their role in bringing together politicians and paramilitaries in early talks.
- Reference to the role of Rev. Ray Davey and the Corrymeela Community or Sr. Rose Devlin and the Christian Education Movement in bringing school groups together, from across the religious divide, to discuss conflict resolution.
- The role of religious faith in bringing an end to apartheid in South Africa.
- Reference to the part played by Christian leaders such as Bishops Desmond Tutu and Trevor Huddleston, and the creation of the Truth and Reconciliation Commission.
- The problems faced by the churches in Germany under the Nazis and the evidence of those who actively opposed the Nazis and consequences, for example the Confessing Church.
- Reference to the parts played by Dietrich Bonhoeffer, Martin Niemoller, Friedrich Von Bodelschwingh and others in highlighting the evils of Nazism and contributing to its downfall.

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) Consider critically the claim that the moral teaching of religion cannot survive in the twenty-first century. You must refer to other aspects of human experience in your answer.

AVAILABLE
MARKS

Answers may include:

- Evidence of religious groups which maintain strict moral teaching on particular issues such as opposition to abortion and to redefining marriage, and still survive.
- How fundamentalist religion can be regarded by its members as upholding the truths of the faith, as the guardians of the revealed truth within religious texts or as salt and light in today's society.
- The belief that God rewards such faithfulness by protecting and maintaining the religion.
- The range of reactions to such a stance from complete acceptance to outright rejection.
- Occasions in Ireland when religion has clashed with the state regarding the legalising of divorce, abortion or same sex marriage.
- Evidence of declining numbers within more traditional religious groupings due to what some regard as hard-line teaching on moral issues.
- Belief that increasing secularisation is evidence of a backlash against the moral teaching of religion.
- Evidence within religious groups that some are willing to be more accommodating than others regarding specific moral teaching and how this may cause conflict with more rigorist members.
- Reference to figures such as J. Fletcher and J.S. Spong who have been accused of watering down Christian teaching.
- Reference to changing attitudes within some Christian denominations which now allow the ordination of gay clergy, more readily accept divorce or permit same sex marriage by its clergy.
- Debate about whether or not this has made the denomination more or less attractive.
- The example of the Presbyterian Church in Ireland cutting links with the Presbyterian Church of Scotland because of differing views on same sex relationships, and the varied reaction to this both from within and from outside the Presbyterian Church.
- A religion that is 'black and white' can be appealing to some and can be viewed as based on sound exegesis of religious texts.
- Such a view can be off-putting to those outside the religion and so will be unattractive – it may be regarded as intolerant and homophobic.
- The right for religious people to legitimately express their opposition to what they regard as immoral laws contrary to God's natural law – without being persecuted or ridiculed.
- The challenge of moral relativism and the need to assert the legitimacy of moral absolutes.
- The need for religion and state to be separate so that religious moral views cannot be forced on secular society.
- Reference to Islamic countries where there is no distinction between religion and state and where the morals of the religion are set in law.
- Discussion of how such a forced religion can impact on society.

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