



Rewarding Learning

ADVANCED
General Certificate of Education
2023

Religious Studies

Assessment Unit A2 2

assessing

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

[ARE21]

FRIDAY 9 JUNE, AFTERNOON

**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"> • 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 Section A

- 1 (a) “Paul was accused of not being an apostle and therefore did not have authority.”

With reference to the early chapters of Galatians, outline how Paul responded to this claim.

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 is irrelevant to modern living.”
How far do you agree with this statement?

AVAILABLE
MARKS

Answers may include:

- Consideration of relevance of sacred texts for the modern world; the relevance of the Bible in secular society.
- Paul’s teaching was specific to the communities to whom he wrote.
- Specific aim of explaining Christian freedom and life in the Spirit.
- Links to Galatians 5 and 6.
- Debate on need for codes for living including moral codes; 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 Archbishop of Canterbury on environmental issues and migration.
- Consideration of other areas which might cause disagreements or division within the church today, e.g. role of women, homosexuality, church liturgy, abortion, euthanasia.
- The apathy and indifference apparent in modern living towards religion.
- Consideration of scholarly debate on freedom and life in the Spirit.
- Paul’s other general aims in writing Galatians; authority; apostleship; purpose of the law; justification.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Clarify the context that led Paul to write 1 Corinthians.

AVAILABLE
MARKS

Answers may include:

- Establishment of the Corinthian church on 3rd missionary journey.
- Nature of Corinth as cultural hub in the Greco-Roman world.
- Challenges to Paul's authority.
- Paul's desire to provide pastoral and theological guidance.
- Paul's deep attachment to the community – a personal letter.
- The purpose of 1 Corinthians: to respond to the report from Chloe's household and the issues raised.
- To respond to the issues raised by the Corinthian church themselves, to correct and encourage the church.
- Acts as a warning against division and pride.
- The main themes raised by Chloe's household: unity, immorality, lawsuits.
- The main themes raised by the Corinthians themselves: marriage, worship and the Lord's Supper, spiritual gifts.
- Other themes of the Letter could also be considered.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “Paul’s impact as a teacher was more important than his pastoral work.”
With reference to any two of the Letters you have studied, critically assess the truth of this view.

Answers may include:

- Specific reference to any **two** of the Pauline Letters.
- Paul’s background as Pharisee.
- Consideration of how far Paul sought to be a teacher in all his churches.
- Paul’s letters full of help and support.
- Desire to spread and explain the gospel message for all the churches he founded; revisiting; writing letters; maintaining a unity of belief and practice.
- Paul as 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.
- Paul gives advice to those already Christians.
- Paul’s ability to adapt the Gospel message to pagan, Jew or believer, e.g. Athens.
- Galatians – safeguarding the church from heresy; the purpose of the Law in salvation; Christian freedom.
- Corinthians – guiding the moral life of the Corinthians, e.g. sexual immorality, marriage; dealing with difficult issues, e.g. divisions.
- Consideration of other roles, e.g. Paul as pastor; building up the life of new converts in a community of new convictions; exploration of belief and its application; organisation of worship, e.g. Ephesians – advice about spiritual warfare; maintain faith in a hostile world; new lifestyle for Christians.
- Consideration of Paul as a theologian; explaining complex religious truths, e.g. God’s plan for salvation (Eph 1); Marriage as a mirror of Jesus’ relationship with the Church (Eph 5); Unity in Christ (Gal 3:27); Power of the Holy Spirit sealing redemption and God’s forgiveness.
- Appraisal of the impact Paul had on his communities through his teaching.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

- 3 (a) Discuss Paul's teaching on **either** wives and husbands **or** slaves and masters in his Letter to the Ephesians.

Answers may include:

- 'The Household Code', instructions about relationships between husbands and wives, slaves and masters.
- Paul's practical advice reflects the age in which it was written.

Husbands and wives (Eph 5:22–33).

- Paul assumes that wives should be obedient to their husbands.
- He addresses the woman and advises them on how to live in a way consistent with their Christian faith.
- Paul speaks of Agape love, a choice of the will that does not depend on worthiness or response of the person beloved.
- It involves self-sacrifice, this is the love God has shown for sinful humanity through Jesus' death.
- Paul quotes from Genesis about a man and woman becoming one flesh – permanent, not divisive, loving and harmonious. Paul gives religious teaching (Christ and the Church) and practical teaching (fidelity).
- Paul seeing the marital bond as being of the highest esteem through the comparison with Christ's love for the Church.

Slaves and masters (Eph 6:5–9)

- Slaves should always be obedient whether they are being watched or not.
- Serve your master as you would serve Christ as everyone will be rewarded for the good they do whether slave or free.
- Paul also tells masters to treat their slaves in the same way.
- Very radical view as beatings, sexual harassment, and total separation from families would have been common for slaves to experience.
- Consideration of whether Paul is accepting slavery.
- Consideration of whether Paul is dealing with the conventions of the day.
- Paul reinforces the idea that all people are important to God, no matter what their status in society.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE
MARKS

- (b) “Paul’s attitudes to sin and morality were necessary in the first century, but less so for people today.”
Critically evaluate this view.

Answers may include:

- Debate on the necessity of Paul’s attitudes to sin and morality for leading a Christian life.
- These have provided the basis for Christian understanding of sin and morality.
- Of their time – specific solutions for specific issues, e.g. Corinthians.
- Principles established however – just because you can, doesn’t mean you should.
- Necessary to maintain a unity of belief and practice.
- Necessary to maintain discipline in infant churches, e.g. case of incest.
- Founded in an overall understanding of being set free from the demands of the Law.
- Freedom to love – channels for God’s love, e.g. Galatians.
- Sin not specifically defined by Paul – but Christian lifestyle and that which is to be avoided is, e.g. works of the flesh and fruits of the spirit – still necessary.
- Important for Christians to be shining examples.
- Situation Ethics (influenced by Paul) has led to sin and morality being understood differently by some Christians, e.g. abortion, same sex marriage, euthanasia.
- Avoiding sinful behaviour, e.g. Ephesians – still necessary.
- Living a lifestyle now that they know Jesus – baseline still necessary now – e.g. the magisterium of the Catholic Church provides framework and structure.
- Necessary not just for individuals but for the Church as a whole.
- Paul was pastoral – church should be equally pastoral, e.g. divorce and remarriage; LGBT attitudes – work of Fr James Martin; poverty and the work of CAP (Christians Against Poverty).
- Church should promote God’s mercy as well as God’s justice.
- Paul did not want Christians to be labelled as bad citizens or rebellious.
- Modern western world – emphasis on personal autonomy; the utilitarian ethic; relativism.
- How in the contemporary age, sin appears to have lost its meaning.

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: Controversy, Division and Reconciliation

You **must** answer this question

- 4 (a) “Religion provides a strong moral framework for resolving conflict.”
With reference to **one** example, present a case for this statement. You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- Consideration of the influence of religion on moral codes of behaviour.
- Identifying sources of conflict resolution stemming from religion.
- Consideration of how scripture or religious texts can be used to support conflict resolution.
- Consideration of how liberal and conservative approaches to religion have supported conflict or controversy, e.g. same sex marriage.
- Historical and/or contemporary examples of religion supporting controversy and conflict, e.g. racism in the US, sectarianism in N. Ireland, the Crusades.
- Consideration of how conflict presents itself in the lives of religious believers, e.g. mixed marriages, integrated education.
- Consideration of the impact of conflict resolution on religious practice, e.g. worship, authority, equality.
- Consideration of how religion can be a source of reconciliation and for ending conflict.

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 assess the claim that organised religion has not always upheld moral values.

You must refer to other aspects of human experience in your answer.

Answers may include:

- Consideration of examples when the Church has failed to uphold moral values, e.g. sexual abuse crisis, financial irregularity, mother and children homes, Church in Canada.
- Material should be drawn from other aspects of human experience.
- Consideration of the nature of organised religion; structures; governance, e.g. hierarchical structure of the Catholic Church, the Anglican communion.
- Consideration of the role of religious leadership.
- Consideration of the issue of mission or maintenance in the Church.
- Consideration of why organised religion sees itself having a role in moral values, e.g. the continued relevance of biblical teaching in the 10 Commandments; teaching of Jesus; Magisterium of the Catholic Church.
- Consideration of the positive role individual Christians have played in upholding moral values, e.g. Martin Luther King, St Damian of Molokai, Dorothy Day, Desmond Tutu.
- Consideration of the positive role of organised religion in establishing schools, hospitals, e.g. work of religious orders in Ireland and abroad.
- Consideration of the activity of the Church in countries where there is conflict, e.g. Democratic Republic of the Congo.
- Consideration of why religion may seem to be outdated, inflexible or intolerant as expressed in the views of Richard Dawkins, Peter Singer, Sam Harris.
- Consideration of why secular morality may seem more progressive, more liberal, more tolerant, more individualistic.
- Consideration of the fundamental relationship between religion and morality – is it possible to be moral without being religious?
- Consideration of the impact of pandemic on organised religion and its ability to reach people, e.g. Online ministry; impact on finances.

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