



Rewarding Learning

ADVANCED
General Certificate of Education
2023

Religious Studies

Assessment Unit A2 4

assessing

Themes in the Early Church and
the Church Today

[ARE41]

MONDAY 19 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 this section

1 (a) Analyse the main features of Marcion's Canon of Scripture.

Answers may include:

- Definition of 'canon' and the content of Marcion's Canon.
- Marcion's attitude towards the Old Testament and its exclusion from his Canon.
- His rejection of anything to do with Judaism and the Old Testament due to Gnostic influences.
- The Old Testament books were irrelevant to Christians because they related to the God of Law and not the New Testament God of love/grace whom Christians followed.
- The high regard which Marcion had for St. Paul and how this influenced his Canon.
- Paul was the only apostle who accurately understood Jesus' teaching, so Marcion retained ten of his letters although certain passages were deleted because these had been amended by Jewish interests.
- Paul's letters were edited by Marcion to remove passages which suggested a continuity of divine revelation between the Old and New Testaments.
- His acceptance of only Luke's Gospel which he edited to remove any reference to Jesus' birth, the role of John the Baptist and the genealogy of Jesus – linked to Marcion having docetic tendencies.
- His version of Luke's Gospel begins with Jesus' sudden appearance in Capernaum in chapter 4 indicating God's sudden intervention in the world's affairs.
- The other Gospel writers had misunderstood and misinterpreted Jesus because they were influenced by Judaism.
- His inclusion of a book, the 'Antithesis', in which he listed alleged contradictions between the Old and New Testaments to support his belief in dualism.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “The only reason for preserving the present Canon of Scripture is reverence for its great age.” Critically evaluate this view.

AVAILABLE
MARKS

Answers may include:

- It is not only reverence for the age of the books within the Canon which has led them to be preserved.
- The reasons why they were initially preserved continue to be significant.
- The Christian Church’s reverence for the Canon of Scripture stems from the belief that the books it contains are the inspired word of God and that both Old and New Testament are God’s revelation to mankind.
- The content of the Canon was subject to strict tests before being preserved.
- These tests included apostolic authority, orthodoxy, antiquity, inspiration, and universal acceptance in the Church at the time.
- Each of these was important in preserving the truth which was given by God.
- The belief that God caused these books to be preserved means that they are revered as the Word of God – not only because of their age.
- The Canon of Scripture has been preserved by God throughout history because it speaks to readers in all generations, is considered absolute and universal.
- This is evidenced in the present by the importance placed on the reading and proclamation of the Bible in church services in all Christian traditions.
- In many traditions much of what is sung is based on the content of Scripture, e.g. the Psalms.
- The content of the Canon of Scripture is still used by many readers as their guide in all aspects of life.
- The Canon of Scripture is still used to measure orthodoxy and to highlight heresy.
- In some traditions there is a greater focus on music and singing and the content of the Canon has a less important role in church services.
- Some of the content of the Canon may be regarded as applicable only to the age for which it was written, e.g. teaching on slavery, homosexuality, or the role of women. Its great age makes it irrelevant, and some parts may not be worth preserving or at least not worth applying to today.
- The issue of interpretation of the books of the Canon continues to cause difficulties and some division among denominations.
- Such issues are often linked to the age of the books.
- Dismantling the present Canon of Scripture would shake the foundations on which the Christian Church has been built; it must be preserved to maintain unity.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Outline the main ideas contained in Cyprian’s “On the Unity of the Catholic Church”.

AVAILABLE
MARKS

Answers may include:

- In this work Cyprian emphasises the importance of the bishop’s office in safeguarding the Church’s unity and stability.
- The office of bishop is the focus of the Church’s unity – he is the glue (glutinum) which holds the Church together.
- The bishops are the successors of the apostles – this is known as episcopal succession.
- The unity of the Church stems from its original foundation on one man, Peter, although the other apostles had the same power.
- Each individual bishop possesses the episcopal authority in its entirety but not in isolation. The Church was built on the Apostles as a united body and the bishops/the episcopate, as their successors, must be united.
- No one bishop has authority over the others.
- The bishop is the one who represents Christ as priest and judge.
- Cyprian’s emphasis on the sacramental role of the bishop – he is the Christian equivalent to the Old Testament priest.
- Cyprian’s view that there can be no salvation outside of the church, ‘the spirit-filled community’.
- To be a member of the Church is to submit to the bishop’s authority.
- To rebel against the bishop is to rebel against Christ and to put oneself outside the Church.
- The challenge of schisms which prompted Cyprian to produce this writing.
- Relevant references from the stated writing.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) Critically assess the claim that the writings of Tertullian were important for his time and continue to be so today.

AVAILABLE
MARKS

Answers may include:

- Tertullian's writings came about in response to specific situations in his lifetime.
- These situations are not necessarily the experience of the reader today.
- His apologetic writings were a defence of Christianity under imperial attack in the form of slander and persecution.
- The principle of apologetics has continuing value in the 21st century when the Church is under attack from science, new atheism, and secularism.
- Reference to modern day apologists who follow Tertullian's example and speak out or write in a forthright way about modern day challenges.
- His theological writings are of continuing value as they formed the basis of much future orthodoxy.
- His title as 'Father of Orthodoxy' highlights the value of his role and writings.
- His emphasis on God's revelation in Christ, who revealed truth to the Apostles, is still of value.
- He also wrote in response to heretics who were threatening the Church of his day.
- 'On the Prescription of Heretics' was about placing a limit on the right of heretical groups to appeal to the Scriptures which belong to the Church.
- The modern reader may struggle to understand the content of his theological writings.
- Many aspects of early heresies are evident in modern day challenges to the Church, e.g. the continuing denial of Jesus' divinity or humanity by some sects.
- Whilst the content of Tertullian's writing may be more relevant to the 2nd/3rd centuries, he is an example to be followed.
- Many of Tertullian's moral/disciplinary writings are very extreme and would have limited or no value today.
- He may be regarded as a misogynist by some who therefore dismiss his moral writings.
- Others see value in his writings which stress the need for Christian separation from the world and not conforming to ungodly standards.
- Some of Tertullian's contemporaries may have rejected his writings as too extreme, e.g. his views on remarriage of widows and no forgiveness for serious post-baptismal sins. As a result, they have even less value today.
- His writings are of value today as they give valuable insights into Roman society of the 3rd century and offer a window on church/state relationships.
- Reference to relevant writings.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Present a case for the view that organised religion is of value in modern society.

AVAILABLE
MARKS

Answers may include:

- The role of leaders of organised religion speaking out on issues of national and global importance, e.g. the issues of climate change, poverty, refugees.
- Examples of such leaders, e.g. the Pope, the Archbishop of Canterbury.
- Organised religion often behind social campaigns in local communities.
- Many charities have their origins in organised religion and play a significant role in modern society, e.g. Oxfam, the Salvation Army, Christian Aid, Trócaire, Abaana.
- The importance of the local church in its community, e.g. a place of prayer and reflection for some, a place to recognise birth, marriage, and death through the rites/services of the church.
- The ongoing influence of organised religion in the education system.
- Other valuable roles of organised religion in local communities, e.g. food banks, parent and child/tots' groups, activities for children and teenagers, uniformed organisations and youth clubs, a centre offering advice on issues of debt (Christians Against Poverty).
- Some organised religious groups have set up enterprises which provide employment in their community, e.g. cafes or charity shops connected to a local church.
- The continuing role of organised religion in celebrating festivals such as Christmas and Easter – even by those who do not attend church regularly.
- The role of organised religion during times of national crisis or tragedy – a place of prayer and/or a place of refuge for those in distress.
- Organised religion does still contribute to modern society, e.g. the Lords Spiritual in the House of Lords.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “The threat of heresy had many positive effects on the organisation and development of the Early Church”. Critically assess this claim.

Answers may include:

- Heresy acted as a catalyst for the development of many aspects of the Early Church.
- If the church leaders criticised or condemned heretics or their teaching, they then had to explain/define the truth as an alternative or as a corrective.
- Marcion’s Canon prompted the Early Church to set out the criteria for judging the canonicity of books.
- This led ultimately to the Canon of Scripture which we have today.
- Gnostic belief in dualism led the church to emphasise and explain its belief in one Creator God.
- This is echoed in the Rule of Faith which is reflected in later creeds which are recited in some traditions today.
- The Rule of Faith was a positive development as it is a statement of the essential faith of the Church.
- It had fixed content regarding belief in one Creator God and in Jesus’ virgin birth, his death and resurrection. This addressed docetic beliefs about Jesus.
- Church hierarchical government developed in response to heresy, e.g. the development of the monarchical episcopate and apostolic succession.
- The succession argument developed in response to Gnostic claims of secret knowledge passed on by Jesus to a few chosen intimates.
- The role of the bishops as successors to the apostles and so the guardians of the truth led to a more developed structure of church government – regarded both positively and negatively.
- The church became more institutionalised – regarded by many as a negative effect as Spirit-led utterances became less and less.
- It was claimed that John, the author of Revelation, was the last person directly inspired by the Holy Spirit – this led to a decreased tolerance for spontaneous spiritual experience which some Christians continue to value highly.
- This was in response to Montanist claims of extra revelations from the Holy Spirit.
- Heresy led to division and schism within the Early Church – this negatively impacted the view which outsiders had of the Church.
- Heresy also caused individuals to be led away from the truth.
- The claims of the heretics brought forth a flood of writings from Church Fathers such as Irenaeus and Tertullian.
- These writings are important as they give an insight into the Early Church and formed the basis for the development of many doctrines.

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) “History shows that religion and the state should remain separate from each other”.
- 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:

- Specific reference to one historical example.
- Consideration of why religion and faith should always remain separate.
- Reference to how one can negatively impact the other when too closely associated.
- Possible exploration of how state can interfere in religious affairs, so the faith group becomes an extension of the state.
- If the state is on the side of a faith group, other groups may suffer as a consequence and equal rights and/or religious freedom may be denied them.
- The danger that a faith group may influence the state to impose its laws on others and may force them to conform to a faith which they do not follow.
- Evidence of countries where faith and state are entwined and how this has had a negative impact on others, e.g. in some Islamic countries, under Sharia law, other religious groups, including Christians, face repression and persecution.
- Christians belong to the Kingdom of God and should focus their attention on matters pertaining to this rather than the affairs of an earthly state.
- The words of Jesus ‘give to Caesar what is Caesar’s and to God what is God’s’ suggest a separation of the two.
- The state may use a faith group out of self-interest and suggest that God is on the side of the state even in times of unjust war.
- Possible historical examples could be drawn from America, France, Nazi Germany.

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 view that faith-based ethics provide the only foundation for society’s laws. You must refer to other aspects of human experience in your answer.

Answers may include:

- The view that the ethics of faith are God given and therefore the correct and only foundation for society’s laws.
- If God has revealed himself through ancient, sacred writings and has given laws for living, humans ought to follow these laws.
- Faith-based ethics reflect the blueprint of the God of the faith and so must have a positive impact on those who adhere to them.
- Historical evidence that many of society’s laws have their foundation in Biblical teaching.
- The role of people of faith in bringing about changes and laying good foundations in the laws of society, e.g. Christian social reformers such as William Wilberforce, Elizabeth Fry, Lord Shaftesbury, Dorothy Day.
- The negative/restrictive impact of faith-based ethics on non-believers, e.g. previous laws on divorce, homosexuality, and abortion.
- How these laws were discriminatory and caused people to be regarded as criminals.
- How changes to previous faith-based laws have resulted in greater freedom of choice to many in society regarding sexuality, relationships, and morality. Some regard this as weakening the foundations of society.
- In an increasingly secular society, it is unacceptable to enforce laws founded on faith-based ethics – we live in a democracy not a theocracy.
- Faith-based ethics do not consider the rights of those of no faith or of other faiths.
- Particular views of faith-based ethics (e.g. their negative influence) as commented on by, e.g. Peter Singer, Stephen Fry, Richard Dawkins.
- Reference to rising statistics regarding abortion, divorce, and same sex marriage and how some equate these to undermining the foundations of society and the well-being of the family unit.
- The view that humankind is setting itself above God when making decisions contrary to God’s revealed law.
- The belief that a nation cannot prosper if it allows every citizen to do what is right in his/her own eyes, without regard for God.
- The argument that a non-religious person, e.g. a humanist, can demonstrate high morals, can live in harmony with others and can make society a better place by their actions.

Accept valid alternatives

Mark in levels

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

(AO2)

[30]

50

Section B

50

Total

150

**AVAILABLE
MARKS**