



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2024**

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**Religious Studies**

**Assessment Unit A2 2**

*assessing*

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

**[ARE21]**

**THURSDAY 30 MAY, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
  - religious, philosophical and/or ethical thought and teaching;
  - influence of beliefs, teachings and practices on individuals, communities and societies;
  - cause and significance of similarities and differences in belief, teaching and practice; and
  - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

### **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

### **Other Aspects of Human Experience at AS Level**

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

### **Synoptic Assessment at A2 Level**

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.

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

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

**Level 2 (Limited):** The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 3 (Good):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 4 (Very Good):** The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

**Level 5 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

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

## Section A

AVAILABLE  
MARKS

Answer **two** questions from Section A

- 1 (a) Give reasons for the importance of Paul's teaching on justification by faith for the Galatian Church.

Answers may include:

- Clear focus on reasons for importance, clarifying the key issue of justification by law or faith for the Galatians.
- The context of the letter, the theological debate.
- Justification by the Law or by faith.
- Consideration of Paul's explanation of justification from Chapters 3 and 4; any other relevant sections.
- Refuting the accusations of the Judaisers that he was abandoning the Law and that he was a libertine.
- The argument drawn from the Holy Spirit that they were accepted by God.
- The example of Abraham.
- The danger of relying on the Law.
- The purpose of the Law.
- The true descendants of Abraham; faithfulness of Jew or Gentile.
- God's dealings with the Jews; Law given to Moses as a tutor or guardian.
- True sons of Abraham; sons and slaves; Hagar and Sarah.
- Critical discussion of texts.

Accept valid alternatives

Mark in levels

(AO1)

[20]

**(b)** “Paul’s understanding of freedom in Galatians challenges believers today about Christian living.”  
Critically assess this claim.

Answers may include:

- Consideration of the relevance of religious texts for modern living.
- Awareness of Paul’s other general aims in writing Galatians; authority; apostleship; purpose of the law; justification.
- Paul’s understanding of Christian freedom.
- Links to Galatians 5 and 6.
- Debate on need for codes for living; restriction of freedom.
- Consideration of examples of legalism in the church today, the impact of this on believers, e.g. the Code of Canon Law and Safeguarding.
- Consideration of why different Christian beliefs about freedom might cause division, freedom to submit, love and serve, legalism and liberalism, grace.
- Consideration of the primacy of personal freedom in a secular world.
- Consideration of implications for morality; Situation Ethics.
- Consideration of how fundamental beliefs bring a broad agreement, unity and inspiration to the Christian church, e.g. Pope Francis and the Archbishop of Canterbury.
- Consideration of the need for doctrine and fixed principles concerning morality to promote unity and define the faith.
- Consideration of other areas which might cause disagreements or division within the church today, e.g. role of women, homosexuality, church liturgy, abortion, euthanasia, gender identity.
- The tension between adherence to historical doctrinal positions and the need for them to be reassessed in light of modern understandings of freedom.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

2 (a) Clarify Paul’s teaching on food offered to idols in his Letter to the Corinthians.

AVAILABLE  
MARKS

Answers may include:

- Problem brought by elders concerning the purchase and eating of meat offered to idols.
- Situation in Corinth; meat offered to idols sold in butcher’s shops.
- Problem of Christians taking part in social functions and eating meat.
- Paul’s advice on the difference between knowledge and love; pride.
- Paul establishes the principle of acting in love towards other Christians.
- Argument for “knowledge”; pagan gods don’t exist; eat the meat.
- Argument from “love”; “strong” Christians should not lead “weaker” Christians astray; don’t eat the meat if it scandalises another.
- Question about Christians taking part in pagan sacrifices.
- Paul’s command to “flee from idolatry”; eating meat from an unknown source is different from taking part in pagan ritual.
- Paul’s argument drawn from the Lord’s Supper; sharing in the body and blood of Jesus.
- Participation could mean participating with demons.
- Paul’s practical advice; high standards of behaviour; use freedom to put others’ needs first; do not use freedom to cause anyone to stumble; pay attention to scruples of others.
- Follow Paul’s example.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) "Paul's guidance to the Corinthians on worship has no relevance for believers today."

To what extent do you agree with this claim?

Answers may include:

- Paul's desire in maintaining a unity of belief and practice.
- The cultural context in which the letter was written.
- Dealing with specific problems, e.g. abuses at the Lord's Supper, veiling of women, misuse of spiritual gifts, disorder at services.
- Consideration of relevance of these issues in the modern context.
- Role of women in the church today, e.g. women priests.
- Tension caused by different styles of worship, e.g. Tridentine Mass and the Novus Ordo; charismatic/pentecostal worship.
- Inter church communion.
- Controversy on exclusion from receiving communion for political views, e.g. President Biden.
- Controversy in Catholicism over communion for divorced and remarried.
- Controversy in Presbyterianism over baptism of children of same-sex couples.
- Development of liturgy/worship services, e.g. formal and informal.
- Development of ministry, e.g. diaconate; women priests.
- Impact of COVID on church worship, e.g. webcams, removal of Sunday obligation.
- Attitudes to necessity of communal worship.
- Ministry to LGBT community; Fr James Martin; tensions within Presbyterianism and Catholicism.
- Paul's interest and concern was with appropriate worship and this is still a relevant issue in churches today.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

3 (a) Outline the debate around the authorship of the Letter to the Ephesians.

AVAILABLE  
MARKS

Answers may include:

- Consideration of internal and external evidence for authorship.
- Paul identifies himself as author.
- Paul writing under house arrest in Rome.
- Ephesians is regarded as one of the 'prison epistles'.
- Challenges to traditional view, e.g. Baur.
- Distinctive language and style are different from Paul's other letters.
- Grammatical and textual ambiguities changing textual meaning.
- Impersonal tone; no reference to people in Ephesus; brief farewell.
- Theology of author differs from Paul, e.g. predestination and spiritual enlightenment.
- Author adopts some of Paul's style.
- Divisions in modern scholarship on identity of author.
- Evidence of Pauline authorship from Irenaeus, Clement, Origen, Marcion, Muratorian Fragment.

Accept valid alternatives

Mark in levels

(AO1)

[20]

**(b)** Critically evaluate the view that the focus of Ephesians is more theological than pastoral.

Answers may include:

- All the communities to which Paul wrote struggled with the implication of the gospel message for their lifestyle and behaviour.
- Paul was responding to specific needs.
- The focus of Ephesians was both theological and pastoral.
- Consideration of the view that Ephesians is his most theological letter.
- Paul was establishing a unity of both belief and practice in all the churches he founded.
- Paul was adapting emerging Christian theology to both a pagan and Jewish environment.
- Paul’s “Prayers” for the Ephesians.
- Consideration of the difference in theological content to other letters, e.g. no mention of justification.
- Consideration of theological themes include:
  - God’s plan for salvation;
  - The Church as the unified body of Christ;
  - The power of grace;
  - Gentile inclusion.
- Consideration of Paul’s expertise as a pastor, shepherd and theologian.
- Consideration of pastoral issues surrounding Christian living in Ephesians:
  - Living in a new way, children of light;
  - Instructions on moral behaviour;
  - Specification of sinful behaviour.
- Reflection on the theological focus of Ephesians as about breaking down barriers between Jews and Gentiles thereby creating a new reconciled humanity in Christ, allied to pastoral advice about how to live as the body of Christ.

Accept valid alternatives

Mark in levels

(AO2)

[30]

**Section A**

**AVAILABLE  
MARKS**

50

**100**

**Synoptic Bands**
**Total Marks: [20]**

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> <li>• An excellent attempt at analysis with a full and highly informed response to the question.</li> <li>• Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A sophisticated answer with a clear and coherent structure.</li> <li>• An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar.</li> </ul>	[17]–[20]
4	<ul style="list-style-type: none"> <li>• A very good attempt at analysis with a well informed response to the question.</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A mature answer with a mainly clear and coherent structure.</li> <li>• A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar.</li> </ul>	[13]–[16]
3	<ul style="list-style-type: none"> <li>• A good attempt at analysis with a reasonably well informed response to the question.</li> <li>• Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A reasonably mature answer with some evidence of structure and coherence.</li> <li>• A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	[9]–[12]
2	<ul style="list-style-type: none"> <li>• A limited attempt at analysis with a limited response to the question.</li> <li>• Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A limited answer with limited evidence of structure and coherence.</li> <li>• A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar.</li> </ul>	[5]–[8]
1	<ul style="list-style-type: none"> <li>• A basic attempt at analysis with a basic response to the question.</li> <li>• Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies.</li> <li>• A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study.</li> <li>• A basic answer with basic structure and coherence.</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar.</li> </ul>	[1]–[4]

Candidates must refer to at least one other unit of study in their AO1 response to access Bands 4–5.

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

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

Section B

AVAILABLE  
MARKS

Synoptic Assessment

Theme: Controversy, Division and Reconciliation

You **must** answer this question

- 4 (a) “Religious texts cause controversy.”  
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:

- Clear reference to one example.
- Consideration of the purpose of religious texts, e.g. informing conscience; providing codes for living.
- Identifying sources of controversy and conflict stemming from religious texts.
- Consideration of how scripture or religious texts can be used to support conflict.
- Consideration of how liberal and conservative approaches to religious texts have caused conflict, e.g. same sex marriage; divorce and remarriage.
- Historical or contemporary examples of religious texts causing controversy and conflict, e.g. Leviticus and attitudes to homosexuality.
- Consideration of religious texts in other world faiths and their impact on behaviour, e.g. Islam.
- Consideration of the impact of Liberation Theology and Christian social teaching.
- Consideration of how controversy then presents itself in the lives of religious believers, e.g. mixed marriages, integrated education.
- Consideration of the impact of religious texts on religious practice, e.g. worship, authority, equality.

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)** “In a secular world, religious morality must be flexible if it is to remain relevant.”

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

Answers may include:

- Evaluation of the view in relation to other aspects of human experience using exemplification.
- The influence of objective truths on religious morality.
- Examples of change in morality in society, e.g. alcohol, gambling, adultery, contraception, consumerism.
- Examples from history where moral stances by the church came into conflict with secular society, e.g. death penalty, workers rights, slavery.
- Possible discussion on the influence of the spectrum of religious belief, e.g. conservative and liberal on religious attitudes.
- Consideration of the changing relationship between religion and secular society, e.g. separation of church and state leading to conflict on moral issues, e.g. abortion, euthanasia, climate change.
- Impact of COVID on public morality, e.g. importance of community.
- Influence of public opinion and prevailing culture on secular morality, e.g. consumerism.
- Consideration of promotion of views on moral issues by the churches, e.g. use of social media, magazines, public statements, encyclicals.
- Conflict within religions over morality, e.g. divorce/remarriage, same-sex marriage, social justice issues, equality of women.
- How the western world would be more secular than elsewhere.
- Views of atheistic writers on religious morality, for example, Richard Dawkins, Sam Harris.
- Their views of religious morality as outdated and irrelevant due to its ancient nature and apparent intolerance, the need for religious morality to evolve to remain relevant.
- The argument that there remains a need to retain moral absolutes in order to have a fixed moral yardstick.
- How Situation Ethics is seen as a flexible approach yet seen by others as liberal and possibly compromising justice.
- How religious morality and secular moral standards could align, e.g. ecological concerns.

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**