



Rewarding Learning

ADVANCED
General Certificate of Education
2024

Religious Studies

Assessment Unit A2 4

assessing

Themes in the Early Church and
the Church Today

[ARE41]

MONDAY 17 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) With particular reference to Irenaeus, explain the development of church government in the Early Church.

Answers may include:

- Background to development of church government; New Testament – 12 apostles – overseers mentioned in Acts – Paul’s letters – two orders in local churches; Didache – tension between itinerant ministers and resident ministers; Clement of Rome – issues in the Corinthian Church leading to leaders being deposed by others.
- Ignatius – first reference to monarchical episcopacy – a single bishop in each church, assisted by presbyters (elders) and deacons.
- Bishop distinct from presbyters and deacons.
- Episcopacy is congregational with one bishop in charge of one church.
- Irenaeus – move towards a more diocesan model with leaders overseeing administrative areas.
- Uses the terms bishop and presbyter interchangeably highlighting that there was not a sharp distinction between the two.
- Episcopal succession is used as a weapon against heresy as apostolic teaching had been faithfully preserved and transmitted authentically by the successors of Peter and Paul.
- Produced succession lists to demonstrate that tradition has been preserved – he was a disciple of Polycarp, who was a disciple of John.
- The bishop is the custodian of apostolic succession – episcopacy is the bulwark of unity against heresy.
- Reference to other documents and writers from the period.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) "Defeating heresy is neither possible nor helpful in any age."
Critically evaluate this claim.

AVAILABLE
MARKS

Answers may include:

- Difficulty in determining a heresy and accepting the authority of those who make such decisions.
- Many heretics do not accept the label and see themselves as operating within orthodoxy.
- The line between orthodoxy and heresy is often blurred, making heresy difficult to defeat.
- While it may be difficult to defeat heresy it is not impossible and the efforts made, for example, to counter the docetic view of Christ held by Gnostics helped develop Christology and formalise Christian doctrine.
- Heresy poses a particular challenge as it offered a choice for believers.
- Gnostics offered esoteric truth and intellectual enlightenment for an elite few which proved to be appealing.
- Montanists spoke of the age of the Paraclete and the immanent end of the world at Pepuza and forced a reaction from those anticipating the last days.
- Marcion presented his own version of scripture and attracted many followers.
- All of these sought to undermine the authority of the faith and provoked a response from Christian writers.
- Irenaeus and Tertullian wrote to defend the church against heresy, such was the potential to undermine the authority of orthodox teaching.
- Such writings were responsible for the decline of the heresies though they never fully went away.
- Traces of ancient heresies can still be found in movements today.
- The attempt to defeat heresy is demonstrated by the effort that was made to develop creeds, the canon of scripture, the rule of faith and the succession argument to overcome the perceived threat. For the most part, these were successful.
- People are less concerned with heresy today as religious thinking has lost much of its influence and many alleged heresies may simply be viewed as an alternative way of worship, practice and belief.
- Possible consideration of what were seen as heresies over the ages, for example, the Cathars, Unitarianism.
- The ongoing difficulty in defining what is heresy.
- The ongoing tension between official religion and expressions of popular religion; Vatican II and the positive attitude taken to inculturation.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Outline the main themes in the moral writings of Tertullian.

AVAILABLE
MARKS

Answers may include:

- Tertullian's work can be divided into apologetic, doctrinal and moral.
- Moral writings are concerned with moral behaviour and church discipline.
- His moral writings show a progression towards a stricter approach to behaviour linked to his association with Montanism in his later life.
- Christians should keep themselves clean from the world's corruption.
- The Christian life is first and foremost a battle with the devil.
- In 'On the Veiling of Virgins' he argues that all females should be veiled at all times.
- In 'On Women's Dress' he complains about female attire and their use of hair dye, cosmetics and jewellery and contends that they should adorn themselves with the cosmetics of simplicity and modesty.
- Clothe yourselves with the silk of uprightness, the fine linen of holiness, the purple of modesty – thus painted, you will have God as your lover.
- In 'On Shows' he condemns shows and gladiatorial games indicating that the greatest show of all will be on the day of judgment. Moreover, Christians should not be teachers or soldiers because of the rituals involved in such professions.
- In 'To My Wife' he permits his wife to marry after his death, only to a Christian, but in the post-Montanism work 'On Monogamy' he regards the remarriage of widows as amounting to bigamy.
- Marriage is second best and a concession to human weakness rather than an ideal.
- In 'On Monogamy' he argues that one should not remarry after the death of a spouse.
- In 'On Fasting' he commends the strict discipline of the Montanists in contrast to the perceived laxity of the Church.
- In 'On Repentance' he allowed repentance for post-baptismal sin. In 'On Modesty' he rejected the possibility.
- In On Patience/To My Wife he approves of escaping from persecution, but in On Persecution he rejects it.
- In On Prayer he reflects on the moral demands inculcated in the Lord's Prayer.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the view that Cyprian had greater appeal than Tertullian in the Early Church.

AVAILABLE
MARKS

Answers may include:

- Tertullian was widely regarded for his apologetic, polemical and moral writings.
- Tertullian's belligerent and uncompromising style in dealing with his opponents made him popular.
- Tertullian was a monumental figure in the development of orthodoxy and defending the church from both unfair treatment by the Roman state and persecution.
- He was and is still regarded as the first major Latin Christian writer.
- He was more prolific as a writer and dealt with a wider range of issues and themes.
- His doctrinal work, particularly on the Trinity, remains part of the canon of orthodoxy.
- His works were used to refute heresy and were important arguments in overcoming heresy – for example, his contribution to the Rule of Faith.
- For the last 15 years of his life, he was associated with Montanism, though the nature of this relationship is a matter of debate among scholars. Nevertheless, this has caused many to question his orthodoxy and credibility, which in turn diminishes his appeal.
- Tertullian set a tough standard for Christians – many found this appealing while others thought it too harsh and uncompromising.
- Some of his works had appeal at the time but have not stood the test of time.
- Cyprian was a practical theologian rather than a systematic thinker.
- He dealt with issues relevant to his church in his time and for this reason was appealing to those in need of guidance at a difficult time.
- Cyprian was concerned with issues impacting on everyday affairs.
- Cyprian tried to find pragmatic solutions to difficulties that arose in the aftermath of the Decian persecution such as the lapsed, the unity of the church and the need for a second baptism after repentance for apostatizing.
- Cyprian lost appeal and credibility when he 'hid' during persecution, and many did not accept his view that it was a prudent decision for the sake of the church.
- Cyprian regained appeal when he was martyred during the persecution of Valerian.
- Cyprian referred to Tertullian as 'the Master' and read his works daily indicating the impact and appeal they had for Christians both in North Africa and beyond.
- His credibility remains in that he is still regarded as an important Early Church leader and his contribution to defending the faith is still considered important.
- Both were equally appealing for different reasons at times in the development of the Early Church.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Clarify the contribution of **either** C.S. Lewis **or** Karl Rahner to Christian thought.

AVAILABLE
MARKS

Answers may include:

C.S. Lewis

- Brief overview of Lewis as an academic, theologian, poet and author.
- His ability to connect with different audiences in their language at various levels due to his logical mind, powerful imagination and lucid style of presentation of his ideas.
- His use of logic and rationality from the perspective of a former atheist rather than attempting to extol the virtues of faith.
- His ability to express theological truth through pictures and analogies to help others see what he saw and help them realise the rational credibility of Christianity.
- Austin Farrer's view that Lewis presents us with a vision rather than an argument and it is the vision that carries the conviction.
- Ongoing need for apologetics in the world due to a variety of challenges to the Christian faith such as secularisation, atheism and New Age Movements.
- 'Mere Christianity' earned him the title 'the apostle to the Sceptics' as he tackled perennial issues such as the problem of suffering and evil and the apparent conflict between modern scientific thinking and traditional religious thought.
- His writings provide a critique of atheism, scientific materialism and moral relativism.
- His wartime broadcasts on 'The Problem of Pain' and 'Miracles' reached a wide audience including many unbelievers.
- He argues that our moral awareness and sense of right and wrong points to the existence of God because the secular explanations of morality are inadequate.
- He contends that atheists cannot make sense of religious experience or explain the existence of God or reason and freewill.
- He argues that atheists cannot explain the existence or order of the universe, both of which point to the existence of a Designer and Creator God.
- He believes that the Christian explanation of suffering and evil is the only credible one when compared to the alternatives – atheism and dualism.
- His works of fiction express his concept of God as self-giving and eternally good – typified by Aslan in 'The Chronicles of Narnia' – these books illustrate his Christian vision of a good society based on joy, laughter, reverence and love.
- Other works, 'The Magician's Nephew' and 'Voyage to Venus' celebrate God as the source of beauty, goodness and happiness.
- His works contain important themes in Christian theology including creation, atonement and resurrection.

Karl Rahner

- One of the most influential Catholic Scholars of the mid to late twentieth century due to his radically innovative approach to theology with its philosophical roots.
- His study and explanation of theological and philosophical beliefs made him the focal point for contemporary scholars.

- He viewed Christianity, Judaism and Islam as closely related due to their monotheistic beliefs.
- A major influence on the Second Vatican Council (appointed by Pope John XXIII as an expert adviser), particularly in relation to the liberalisation of dogma, encouraging a move towards modernity. His approach allowed for liberalism, feminism, post-colonial and pluralist theologies.
- Particular influence on the drafting of Lumen Gentium, the Dogmatic Constitution of the Church.
- A thoroughly pastoral thinker dedicated to the Churches mission of salvation.
- Regarded as a sensitive witness to Christian tradition and aware of faith's new situation.
- He was opposed and considered a revolutionary bridge builder in equal measure as he influenced the very foundations of the Catholic Church.
- Deeply interested in questions of mysticism – to be human is to be inseparable from God – he was eager to make this intelligible to people to improve their knowledge and understanding of God.
- For Rahner, the mystical encounter is possible in all situations of everyday life – all humans are salvifically touched by the grace of Christ – he uses the phrase 'Anonymous Christians' to elaborate this conviction.
- Best known for his work in Christology.
- Reference to the writings of Rahner and the main themes in his works.
- Rahner's rule – The economic Trinity is the immanent Trinity and vice versa.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE
MARKS

(b) “While the impact of secularisation is challenging for religious thinking, it is also positive.”

How far do you agree with this claim?

Answers may include:

- Awareness of secularisation as a decline in religion, the privatisation of religion or the separation of church and state.
- Secularisation is positive because it helps keep both dogmatism and superstition at bay allowing for a focus on establishing a way of life that benefits humanity regardless of religious belief.
- Religion is viewed as one option among many as it loses state-sanctioned authority and moral absolutism – religion is challenged to defend itself against secularism’s claims.
- It has led to a shift in religion from it being objective to subjective and thus allows individuals to make their own decisions, leaving the door open for new forms of spirituality.
- Secularisation does away with taboos and refuses to give privileged authority to tradition.
- The state is empowered as an enabler in exercising the fundamental rights and religious freedoms of all communities.
- Secularisation reduces conflict as there is less adversarial conflict over beliefs and people enjoy greater freedom to express themselves.
- Secularisation has made possible the quest to differentiate the historical Jesus from the Christ of unquestioned mythology.
- Religion is no longer viewed as the opiate of the masses.
- Has led to plurality of religions in society with no clear ‘monopoly’.
- Religion is challenged to become more flexible and less attached to its roots as it fights to maintain followers.
- The effects of secularisation have been negative for religion but positive for individuals.
- On the other hand, religion, despite the challenges of secularisation, gives people something to believe in as well as meaning and structure and the ability to connect with others over similar beliefs – this can impact positively on mental health and well-being.
- Religion brings positive social stability through institutions such as marriage that contributes to addressing today’s social issues thus creating stability.
- Religion provides ritual enabling people to cope with difficult situations as well as guidelines to live by such as doing the right thing.
- Religion has a normalising effect on people and establishes ‘norms’ that allow people to live safely with clearly defined boundaries.
- Where religion prevails, there is less crime and delinquency.
- Where secularisation prevails, there is a higher engagement in riskier behaviour including alcohol and drug consumption.
- Some research shows a positive correlation between religion and improved economic productivity as well as educational attainment.

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) “Religion and the state can have very different positions on ethical issues.” With reference to one historical example, present a case for this statement. You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- Reference to one historical example relevant to the statement.
- Examples could include reference to issues pertinent to the Northern Ireland context as well as wider society.
- The views of some denominations on abortion and how they differ from that of the state. Debate within and between denominations may also be considered. The ongoing debate surrounding issues such as when life begins, the status of the life in the womb, the rights of the mother, quality of life and other considerations could be discussed from a religious and state perspective.
- The issue of euthanasia and the differing views about how and why life can be ended and the status of euthanasia in some regions of the world.
- Issues surrounding same sex marriages and how the legal position is challenged by some believers.
- Reference to LGBTQ+ issues and the different attitudes in different faith communities ranging from complete acceptance to complete denial.
- The role of religion in setting moral imperatives for believers and the conflicts this can cause in an increasingly secular world where the separation of church and state is becoming more apparent.
- Reference to other potential areas of conflict between religion and the state on other ethical issues such as divorce, contraception, sex before marriage, in-vitro fertilisation, surrogacy, the environment, poverty and justice.

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) “A close relationship between religion and the state is in everybody’s interests.”
With reference to other aspects of human experience, critically evaluate this view.

Answers may include:

- Religious teachings have existed for a long time and have served both the state and society well for millennia. There is no reason to change that.
- Religious teachings are based on scripture which is the inspired and infallible word of God designed to offer support and guidance for living well and demonstrating important virtues such as tolerance, compassion and respect for others. Such teachings often underpin state laws and values.
- Religious teachings enable people to show mercy and forgiveness, attributes often lost or neglected in the modern world and attributes desired by the state.
- Many state laws have their origins in religious belief and teaching and many legislators and government officials are religious believers who strive to uphold religious values, aware of the fact that they set important standards for living.
- Reference to particular examples where state law is influenced by religious beliefs, for example on moral and/or ethical issues.
- On the other hand, religious teachings while relevant for the context in which they were originally intended are largely outdated and the state must move away from a dependence on the Divine in favour of empirical thought.
- Religious laws often demand obedience and conformity without questioning authority and this is not good for the state or society.
- Laws must reflect the right of people to have freedom of thought, belief and religion.
- Laws should be made for the overall good of society and not to please a transcendent deity that may not even exist.
- Laws must be in the best interests of the pluralist, secular and post-modern society that people live in rather than reflecting archaic and out-dated belief systems.
- This is particularly true in issues of ethics and morality where individualism is seen to prevail.
- A close relationship may not be possible, but some form of relationship remains desirable.
- Candidates may refer to examples of nations where religion and state have become separated, and the influence of religion is actively discouraged.

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**