



*Rewarding Learning*

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

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**Religious Studies**

**Assessment Unit A2 5**

*assessing*

Themes in the Celtic Church, Reformation  
and Post-Reformation Church

**[ARE51]**

**MONDAY 17 JUNE, 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 this section

- 1 (a) Outline the key differences between Roman and Celtic Christianity.

Answers may include:

- Key issues raised at the Synod of Whitby.
- The dating of Easter.
- Episcopal ordination.
- The Sacrament of Baptism.
- The tonsure.
- Monastic and episcopal structure.
- Abbatial government and the authority given to the abbot.
- Penitential Practice.
- The role of women.
- Diversity of practice, e.g. the variety of monastic rules, evidence from examples such as Fintan, Columbanus and the views of scholars such as Hughes and Hardinge; influence of cultural outlook.
- Loyalty to local tradition and differing perceptions of authority.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “The Synod of Whitby caused fundamental damage to the Celtic Church, ending that Church’s growth and influence.”  
To what extent do you agree with this claim?

Answers may include:

- Correspondence between the Roman and the Celtic Church; meeting with Augustine, letters from Laurentius, Honorius, Cumman and Pope John IV.
- Evidence from Bede.
- The Synod of Mag Léne and the impact of the Paschal Controversy on churches in southern Ireland.
- The influence and actions of King Oswy and the views of scholars such as Smyth and McNeill.
- The impact of the Paschal Controversy on the career of Columbanus; reference to his writings and his dispute with the French bishops; the views of scholars such as, O Fiaich and Gougaud.
- The events of Whitby and their impact on the Celtic party.
- The outcome/verdict at Whitby and the adoption of the Roman Easter.
- The actions of Colman.
- Discontinuation of the tonsure, adjustments to ordination and baptism and the views of scholars such as James, Colgrave and Mynors.
- The impact of Whitby on Celtic leadership, learning and monasteries such as Lindisfarne and Iona; the views of scholars such as Hughes, Meissner, McNeill.
- Perceived challenge to the authority of Rome.
- The impact of the Paschal Controversy on the centralisation of authority in Armagh.
- The impact on the missionary outreach of the Celtic Church.
- The achievements and legacy of Celtic missionaries, Gall, Aidan, Columbanus.
- The impact and influence of Celtic Penitentials; the views of scholars such as Poschmann, Le Bras, Oakley.
- The impact and importance of Celtic monasticism in Ireland, N. Britain and Europe, e.g. hospitality, learning.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE  
MARKS

2 (a) Identify and consider what motivated the Celtic peregrini.

AVAILABLE  
MARKS

Answers may include:

- Asceticism; the views of scholars such as Ryan, Millet and Chadwick, reference to texts of the periods, e.g. Adomnan, Columbanus' letters.
- Evangelisation; examples such as Gall, the Burgh Castle group.
- Martyrdom; views of scholars such as Flower, Stancliffe, Malone.
- An act of penance, examples such as Colmcille, Brendan.
- An act of faith and trust in God.
- Wanderlust and adventure.
- Escaping paganism.
- Fear of complacency and seeking challenge; example of Columbanus.
- Repaying a debt and following the example of Patrick.

Accept valid alternatives

Mark in levels  
(AO1)

[20]

- (b) Critically evaluate the view that the impact of Christian missionary activity has always been more positive than negative.

AVAILABLE  
MARKS

Answers may include:

- The call to spread the Gospel and the establishment of the London Missionary Society.
- An act of compassion/alleviation of suffering.
- The influence of industrialisation, imperialism and expansionism; the views of scholars such as Phillip and Etherington.
- Disconnected approach of missionaries in the 19th century.
- Abolition of slavery, e.g. the work of William Carey, Livingstone.
- The contribution to healthcare and education, e.g. the White Fathers, Verona Fathers, Loretto sisters.
- The rise in vocations and training of missionaries.
- Meeting staffing needs elsewhere, e.g. the U.S.
- Westernisation, cultural superiority.
- The eradication of local culture and the views of scholars such as Hogan, Clerkin.
- The challenge of quantity and quality of converts.
- The tension between evangelism and social outreach.
- Establishment of self-perpetuating “younger” churches.
- The impact of the 1920 Edinburgh Conference, e.g. education, methodical planning, unity of purpose and approach between missionaries.
- The impact of the development of Catholic social movements, e.g. Rerum Novarum.
- The impact of World Wars 1 and II, Vatican II, e.g. inculturation, cultural relativism.
- The contribution of groups such as Maynooth Mission to China and Medical Missionaries of Mary and the views of scholars such as Fennell, Hoare, Cooke.
- The contribution of Presbyterian Missionary outreach in, e.g. Nepal, Thailand, India, Africa.
- The decline of missionary outreach in the latter part of the 20th century.
- The concept of reverse mission.
- The impact of Celtic peregrini, e.g. Colmcille, Aidan, Gall, Columbanus.
- Counter-cultural mission in the 21st century.
- Missionary outreach in the 21st century.
- Overall assessment of the impact, as to whether it was more positive than negative or not.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Explain how Vatican II dealt with religious authority.

AVAILABLE  
MARKS

Answers may include:

- Background to Vatican II, e.g. social change, a pastoral approach, a “world church”; the views of scholars such as Hastings and Hill.
- Perception of the Church as the people of God.
- The “anonymous” Christian.
- Democratisation of the church.
- Collegiality and the College of Bishops, e.g. Lumen Gentium, Christus Dominus.
- Comparison with the approach taken by Vatican I.
- The role of bishops.
- The authority of Scripture.
- The role of tradition.
- Authority given to deacons.
- The role of the laity and the views of scholars such as Wells, Gaillardetz, MacCulloch.
- The importance of Sensus Fidelium (sense of the faithful).

Accept valid alternatives

Mark in levels

(AO1)

[20]

**(b)** “Reform challenges and often divides the Christian Church, yet remains necessary.”

Critically assess this claim.

Answers may include:

- Celtic Penitential practice as an innovation in Ireland and abroad.
- Adaptation to Roman practices in the Celtic Church and the views of scholars such as Rees and Kerr, McNeill, Hughes, Hardinge.
- Reform of Penitential practice by the Celtic Church.
- The background to the Protestant Reformation.
- The ideas of key reformers such as Hus, Martin Luther, Erasmus, Calvin.
- The impact of the Protestant Reformation on the Church in Europe and the views of scholars such as MacCulloch, Hitchcock, Bornkamm, McGarry.
- The impact of the Protestant Reformation on Ireland.
- The impact of the Counter Reformation, e.g. Teresa of Avila, the Jesuits.
- The Council of Trent and the views of scholars such as Randell, Gilles, Bokenkotter.
- The background to Vatican II.
- The successes and limitations of Vatican II and the views of scholars such as Lawlor, Price, Wells.
- Changes in patterns of religious belief and practice, e.g. decline in church attendance, believing without belonging, “a la carte” religion.
- The impact of secularism.
- The challenge of reason and scientific advancement, to the Church.
- The impact of a culture of clericalism and abuse coverups in the Church.
- Lessons learned from the impact of the pandemic on religious practice.
- The role of women and the laity in the Church.
- The reforms of Pope Francis.
- A Synodal and “listening” approach to reform, discernment.
- Issues such as clerical celibacy, women priests.
- Opposition and challenge to reform, e.g. religious conservatives, Tridentine Catholics.
- The importance of Tradition.
- Bioethical challenges facing believers, e.g. stem cell research, three person babies, IVF.
- Same sex marriage, remarriage of divorcees.
- “Ecclesia semper reformanda est” – a possible reflection.

Accept valid alternatives

Mark in levels

(AO2)

[30]

**AVAILABLE  
MARKS**

50

**Section A**

**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: Faith, Morality and the State**

You **must** answer this question

- 4 (a)** With reference to **one** historical example, outline how the state has been influenced by religious morality. You must support your answer with reference to at least one other unit of study.

Answers may include:

- The Decalogue and the UNDHR.
- The role of the Lord's Spiritual in the House of Lords.
- Reference to the religious response to an issue of morality, e.g. abortion, LGBT rights.
- The work of religious moral and social reformers, e.g. Wilberforce, Martin L. King Jr, Desmond Tutu.
- The influence of Sharia Law in Islamic countries.
- The role of the Catholic Church in the formation and policies of the Irish State.
- How religious faith influences social reform and social welfare policy.
- The influence of the Christian churches in the Northern Ireland Peace Process.
- The influence of religious teaching on environmental ethics, e.g. Laudato Si.
- The influence of the Christian Right on state policies in the US.

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 neither possible nor desirable.”  
With reference to other aspects of human experience, critically assess this view.

Answers may include:

- The views of Saint Paul on the relationship between religion and state.
- Augustine’s view of the relationship between religion and state.
- The relationship between religion and state in a theocracy and semi theocracy.
- Relationship between religion and State in Ireland, e.g. 1937 Constitution, Mother and Child Scheme.
- The role of the British Monarch, the Lord’s Spiritual.
- Freedom of conscience and freedom of speech.
- Religious tolerance/intolerance.
- Religion as a moral arbiter of the State, e.g. abortion, cost of living crisis, environmental issues.
- Teaching and example of Jesus on the relationship between religion and state, e.g. the Question of the Payment of Taxes.
- Arguments for and against secularism.
- Just War Theory.
- Religious Wars.
- Religious withdrawal from the state, e.g. Anabaptists.
- Ideological conflict between religious belief and the state, e.g. the authority of a higher power.
- Difficulties caused by moral conflict between religion and state.
- Benefits and drawbacks of secular states, e.g. France.
- Various views on and issues arising from the relationship between religion and state as outlined in the US Constitution.
- The influence of politico-religious groups on state policy, e.g. the New Christian Right.
- The humanist perspective on the relationship between religion and state.
- The Marxist perspective on the relationship between religion and state, e.g. as a mechanism of social control.
- The view that while the relationship might be possible, it may not be desirable.

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**