



Rewarding Learning

ADVANCED
General Certificate of Education
2025

Religious Studies

Assessment Unit A2 4

assessing

Themes in the Early Church and
the Church Today

[ARE41]

TUESDAY 10 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) Clarify the threat to the Early Church posed by Montanism.

Answers may include:

- Some awareness of the origins of Montanism.
- Clarifying the threat is somewhat obscured by the paucity of information and the biased nature of the sources available.
- Montanism developed as a response/reaction to the increased formalism and institutionalisation of the Church at the expense of its charismatic and prophetic nature in the earlier days.
- The style of prophecy in a state of ecstatic frenzy was appealing and attractive to many as it represented a return to the earliest days.
- One of the main threats was the over-emphasis on prophecy and the appeal of this to people at the time.
- It was also a reaction to the perceived moral laxity of the Church.
- Montanism was a revival movement, aimed at correcting corruptions that had crept into the Church.
- The apocalyptic and eschatological nature of the movement undermined orthodoxy.
- Montanism threatened the authority of the bishops and the ever-developing structure of the Church into a hierarchical movement with its insistence on the role of the spirit and speaking in tongues.
- The roles of Priscilla and Maximilla as prophetesses and mouthpieces of the Holy Spirit which challenged the orthodox view of the role of the male bishop.
- The age of the Prophecy replacing the age of the Holy Spirit.
- Montanus as a new and authoritative voice of God replacing and superseding Jesus.
- Emphasis on the end of the world and the need to travel to Pepuza to prepare for the imminent Parousia.
- Rejection of the established and developing church structures.
- Encouragement of strict asceticism and of martyrdom.
- Rejection of second marriages.
- Tertullian's 'support' for the movement may have encouraged others to join due to his influence at the time.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) "Gnosticism was difficult to understand and took too many different forms to ever seriously challenge the Early Church."
Critically assess this claim.

Answers may include:

- Gnosticism was an umbrella term covering a wide range of movements that impacted on the Early Church.
- Reference to various gnostic teachers and the differences in their beliefs and teachings.
- The esoteric and speculative nature of the Gnostic sects meant that it lacked mass appeal as it appeared only to satisfy the intellectual curiosity of a spiritual elite.
- For example, the teaching of Valentinius on the Pleroma and the various aeons emanating from the Godhead was too speculative.
- The 'ordinary man' wanted to know how to attain salvation and Christian teaching on living a good life and following the teachings of Jesus offered a better pathway to achieving this.
- Discussion of Gnosticism as a heresy or a schism within the Church.
- Issue is further clouded by the fact that many Gnostics viewed themselves as operating within the Church to make it better.
- The diverse teachings of the different Gnostic teachers and sects meant that they often disagreed with each other as much as they did with orthodoxy.
- The ability of the Church to respond effectively was a more significant feature in defeating heresy.
- The work of writers such as Irenaeus and Tertullian in explaining and defending orthodoxy was just as significant.
- The fact that the Church was forced to develop the Canon of Scripture, the Rule of Faith and the Apostolic Succession argument demonstrates the church felt undermined by the threat of heresy in general.
- The development of Creeds was another effective weapon indicating that the Church felt the need to respond to the threat.
- On the other hand, Gnosticism was appealing to many as it offered a different way to gain salvation in response to the declining belief in an Imminent Parousia.
- The fact that the Church had to work hard to overcome such movement testifies to the challenge it presented and its ability to undermine orthodoxy and attract converts.
- The lasting impact of some of the movements also supports the fact that the Church was undermined.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

2 (a) Analyse Cyprian's contribution to dealing with the issue of 'the lapsed'.

AVAILABLE
MARKS

Answers may include:

- The background to the Decian persecution and the aim of creating apostates rather than martyrs.
- The changing nature of persecution from localised, intermittent and sporadic to systematic as directed by Imperial Edict.
- Cyprian went into hiding describing it as a 'prudent retirement for the sake of the Gospel', considering it his duty not to expose himself to arrest.
- The legacy of persecution as schism and the issue of dealing with those wishing to return to the church when Decius was slain and the persecution ended in 251AD. The issue was centred around the administration of discipline to those who had lapsed.
- Many had sacrificed to the gods of the empire or had ensured compliance through obtaining certificates falsely.
- Those who had remained faithful and refused to sacrifice believed that their steadfastness enabled them to pass on their merits to those who had compromised with the authorities.
- Cyprian was aware that he had to carry the Church in any decision he made for the sake of unity.
- The debate involving Novatian, Novatus and Cornelius.
- In response, Cyprian wrote *On the Lapsed (De Lapsis)* in which he argued that no human being had the power to pardon apostasy and that the guilty must be left for God's judgment.
- The lapsed should be treated as penitents and Cyprian, as a strict disciplinarian, did not favour any easy readmittance to the Church.
- A synod of African bishops was held in Carthage in 251AD and it was agreed that Confessors' letters should be ignored and each case of apostasy should be treated on its own merits to avoid penitents being treated severely by one bishop and leniently by another.
- Those who had sacrificed should be kept under discipline and only re-admitted in danger of death.
- Those who received certificates of compliance should be re-admitted after an appropriate period of penance.
- This pleased Cyprian as the seriousness of the compromise was highlighted while offering the hope of re-admittance for those who had compromised.
- Cyprian agreed to a general amnesty the following year to present a united front in the face of renewed persecution.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “Since Tertullian focused only on theological matters, his role in the church was very different to that of Cyprian.”
Critically evaluate this view.

Answers may include:

- Consideration of the respective roles of both figures; reference to Cyprian being influenced by the writings of Tertullian, ‘bring me the Master’.
- Tertullian writes on a broader range of issues – apologetic, polemical/ doctrinal and moral issues.
- His apologetic works are a reasoned plea for tolerance and a justification of the innocence of Christians against many of the charges brought against them.
- His doctrinal works, particularly his work on the Trinity is an attempt to define, defend and explain doctrine as part of his defence against heresy.
- His writings against Marcion also form part of the development of the Rule of Faith, a summary of the main teachings contained within the scriptures.
- Tertullian’s writings against Praxeas sets the parameters for the theological debate against heretics by refuting their right to appeal to scripture since they abuse it to suit their agenda.
- There are also practical elements to Tertullian’s work, most clearly evident in his moral writings. These include the proper conduct of Christians as well as practical advice on how to live one’s life.
- Cyprian responded to the events of his day as they unfolded. This was the nature of the time that Cyprian lived. His election as a Bishop of Carthage coincided with the renewed and changed persecution under Decius and as Bishop he was compelled to deal with the situation as it unfolded.
- His decision to go into hiding during the persecution (‘a prudent retirement’) was a practical step to ensure that he would be able to lead the flock when the persecution ended.
- Cyprian dealt with the problem of the lapsed due to the impact of the Decian persecution and this was a practical response to a particular situation.
- Similarly, his writings on Unity were occasioned by the threat of division brought about by controversies.
- His insistence on the role of the bishop as the successor of Peter and the bulwark of unity was to create stability and harmony at a time of upheaval.
- Cyprian’s insistence that ‘once baptised, always baptised’ was the correct approach was also a practical response to the debate with Stephen over heretical baptism.
- On the other hand, his preference for infant baptism demonstrates his understanding of the theological importance of the sacrament.
- Cyprian’s overarching motivation to ensure that the church was united and free from disharmony, and the subsequent challenge he faced.

Accept valid alternatives

Mark in levels

(AO2)

[30]

AVAILABLE
MARKS

50

3 (a) Outline the main differences between **two** different models of religious authority in the modern church.

AVAILABLE
MARKS

Answers may include:

Reference to any two forms of leadership within the Church

- Episcopalian model found within the Catholic and Anglican churches.
- The role of the bishop in overseeing the work of the clergy within the diocese and offering spiritual leadership.
- In this hierarchical model there are clearly defined roles and responsibilities.
- The role of the Pope as the leader of the Roman Catholic Church worldwide compared to the Church of England where the Monarch is also the Defender of the Faith.
- Authority rests in the hands of a small number of individuals which means that power could be abused, and self-interest may cloud decision making.
- The laity may feel that they are removed from the process of decision-making and may become alienated and disinterested as their views are not represented in official teachings.
- This model allows for decisive leadership and decisions to be made quickly without over-complicated and protracted discussions taking place that often thwarts and undermines leadership.
- This is different in Presbyterian and Congregational models where leadership rests with a group of elders within the congregation to make decisions in the best interests.
- In the Presbyterian Church, leadership is exercised through the General Assembly consisting of Ministers and Elders representing the views of congregations. The Moderator is an honorary position of oversight rather than one of authority and power.
- The Presbyterian Minister is regarded as the first among equals with a particular and specialised responsibility for preaching.
- Decision making is seen to be more democratic and reflective of the interests of a greater number of people and takes account of a wider range of views that may be more representative of the church as a whole.
- This form of leadership may lead to confusion as there may be too many views and reconciling different and diverse opinions might be impossible to achieve, thus creating disharmony and discord within the church community.
- In congregational forms, the laity may have too much of a voice and this may undermine the position of the Minister who may feel obliged to behave and lead in a way that is pleasing to the congregation.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “The main task of modern apologetic writers is to respond to attacks on religious thinking by atheists in a secular age.”
To what extent do you agree with this view?

Answers may include:

- Consideration of apologetics in explaining and defending the faith, giving reasons for what Christians believe in.
- The task of developing and sharing arguments for the truth and rationality of Christianity and the falsehood and irrationality of alternatives with the aim of strengthening the faith of believers and provoking non-believers to consider Christ.
- Reference to the work of modern Christian Apologists may include C.S. Lewis, Alister McGrath and G.K. Chesterton.
- Reference to the claims of modern atheists including Richard Dawkins and Christopher Hitchens.
- Such claims may include the view that God does not exist and consequently there is no rationale for religious belief. Moreover, there are natural and logical explanations for the natural order, and these are explained by scientific discovery and experimentation.
- The assertion of the atheist that science reigns supreme over religion.
- Dawkins’ differentiation between ‘religious feeling’ and belief in the supernatural – the former is to be embraced and the latter rejected. His belief that arguments for the existence of God are inadequate.
- Hitchens’ view of religion as false, harmful and authoritarian.
- Reference to the counter arguments used by modern Christian apologists to refute such claims.
- The centrality of the atheistic contention that the existence of evil and suffering in the world as the greatest impediment to faith.
- Equally important is the notion of giving public credibility to Christian teachings and assurances to believers.
- The work of Christian Apologists helps sustain believers in an increasingly pluralistic and secular society.
- Secularisation is as great a threat as atheism and apologists help defend against this threat.
- Strong believers do not need apologetics at all as their faith is strong enough to sustain them against any perceived threat to their faith.
- How some modern apologetic works are defending the traditional aspects of the faith in light of rising liberalism from within as well as without.
- How modern apologetic works appeal to agnostics as much as atheists, who don’t necessarily directly attack religious thinking but struggle to make sense of the supposed rationale behind faith.
- How the secular challenge has moulded Christian apologetics from being overly defensive to direct engagement with proponents of atheism.

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"> • 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 plays an important role in resolving conflict."
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, drawn from non-taught course material.
- Reference to areas where conflict is evident in the world and the challenges that this presents to society.
- Awareness of the impact of conflict on societies and individuals and the need for people and communities to live in peace and harmony.
- Consideration of the positive role that religion has made to conflict resolution at different points in history.
- Awareness of the potential for religion to be a cohesive and uniting force that brings people together with a shared objective and a set of values that are conducive to living in a respectful manner free from conflict.
- The value of religion as a force for positive good in society through promoting values such as tolerance, respect, mutual understanding and awareness of the needs and rights of others.
- Awareness of how religion and the state can and should work together to create a peaceful society.
- Examples could include reference to issues pertinent to the Northern Ireland context as well as wider society including the USA and Germany.
- Candidates may refer to the roles of the Christian churches, individuals and community groups in the establishing of the Good Friday Agreement in Northern Ireland and their continued role in promoting peace and reconciliation thereafter.
- Candidates may refer to the role of the Confessing Church in Germany or the work of individuals such as Archbishop Desmond Tutu or Martin Luther King Jnr in ending unjust systems that were the source of conflict within their countries.
- Reference to another area of study should make a meaningful link to the historical example given.

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)** Consider critically the claim that religious thinking has always informed and influenced ethical decision making in society.
You must refer to other aspects of human experience in your answer.

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 teaching such as the Decalogue and the Sermon on the Mount continue to provide overarching principles for living and decision making in the modern world.
- Candidates may make reference to relevant historical or contemporaneous examples that support the claim.
- Religious thinking is God-given and is therefore good for society as it can be considered to be free from error.
- The continuing influence of church teachings and religious leaders in certain areas of the world contrasted with the increasing number of secular states where religious influences have been actively discouraged and for the most part abandoned.
- Religious thinking does inform decision making, but not to the same extent that it once did. It is now one factor among many that have a contribution to make.
- Reference to other sources of authority for believers in the modern world such as utilitarianism and natural moral law.
- The impact of non-religious, humanitarian and secular world views on decision making.
- Religious thinking may be perceived to be outdated and irrelevant to the needs of the modern world and teachings that underpin the thinking are out of touch with the demands of society.
- Society is increasingly less religious and religious thinking has declining influence.
- Candidates may refer to examples from wider human experience to support this counter argument.
- Candidates may refer to a number of issues such as abortion, divorce, euthanasia and same sex marriage to support claims made on either side of the debate.

Accept valid alternatives

Mark in levels

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

(AO2)

[30]

Section B

Total

**AVAILABLE
MARKS**

50

50

150