



Rewarding Learning

ADVANCED
General Certificate of Education
2025

Religious Studies

Assessment Unit A2 5

assessing

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

[ARE51]

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) In what ways did Armagh promote its claims to archiepiscopal authority?

Answers may include:

- Use of propaganda and hagiographical material, e.g. Book of the Angel.
- Muirchú's Life of Patrick.
- Tirechán's Brief Account.
- Gaining support from the Uí Néill; views of scholars, e.g. Doherty
- Supporting Roman methods in the Paschal Controversy.
- Recognition from Rome; the views of scholars, e.g. Hughes.
- Developing a monastic system of organisation; the views of scholars, e.g. Ryan, Hughes.
- Development of a system of overlordship.
- Tribute paying.
- Claims to hospitality.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “The achievements of the Celtic Church were all equally important.”
Critically evaluate this view.

AVAILABLE
MARKS

Answers may include:

- An evaluation of the claim.
- The establishment and growth of the Church in Ireland.
- The content and features of Celtic hagiography, e.g. Muirchú’s Life of Patrick, Cogitosus’ Life of Brigit, and their role in exaggeration of success.
- The establishment and impact of monastic rules and monastic paruchia as an example of innovation; the views of scholars, e.g. Kenney, Hughes, Chadwick, Ryan.
- The role of women in the Celtic Church.
- The development of the Celtic Penitential system and texts.
- The impact of the Penitentials on the Celtic Church; the views of scholars, e.g. McNeill, Connolly, Bieler, Corish, Lea, Plummer.
- The influence of Celtic Penitential texts on the Church abroad.
- Weaknesses and limitations of the Celtic Penitentials.
- The mixed motives for peregrinatio.
- The achievements and criticisms of the Celtic peregrini in Britian, e.g. Colman, Aidan, Colmcille.
- Controversy surrounding Colmcille, e.g. his use of political skills, involvement in warfare, exaggeration of his successes; the views of scholars, e.g. Finlay, Skene, McNeill, Simpson, Bannerman.
- The achievements of Columbanus, e.g. missionary outreach, Penitential, monastic rule.
- The influence and significance of other writings of Columbanus, defence of the faith; teachings on morality, e.g. Walker, Ó Fiach, Metlake.
- Controversy surrounding Columbanus, e.g. conservatism, outspokenness, challenge to church authority, relationship with Gall.
- The contribution of peregrini in Europe, e.g. Gall, Killian.
- The Paschal Controversy and its positive and negative impact on the Celtic Church; the views of scholars, e.g. McNeill, Hughes, Meissner.
- Wider disputes between Celtic and Roman Christianity and their impact on the achievements of the Celtic Church.
- The Celtic Church as a divisive influence on the wider Church, e.g. perceived challenge to authority.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

- 2 (a) Outline the key contributions of **either** Aidan **or** Gall to the missionary outreach of the Celtic Church.

Answers may include:

Aidan

- Preaching in Bernicia.
- Use of Pauline 'milk for babes' approach to mission.
- Importance of his foundation at Lindisfarne.
- His influence on secular leaders, e.g. Oswald and Oswy.
- Peacebuilding; the views of scholars, e.g. Charles-Edwards, Ryan.
- Contribution to the unification of Northumbria.
- Aidan's practice of the virtues of humility and piety; the views of scholars, e.g. Ryan, Colgrave and Mynors.
- Evidence from sources, e.g. Bede.
- Contribution to the eradication of paganism.

Gall

- Contribution to the work of Columbanus.
- Altercation with Columbanus.
- Fight against paganism.
- Missionary tactics used, e.g. "gentle persuasion."
- The influence of his reputation for holiness on the spread of the Christian faith; the views of scholars, e.g. Hurling, McNeill.
- Successes of his mission in Switzerland.
- Personal characteristics, e.g. humility.
- Practice of solitude.
- Parishes dedicated to Gall.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE
MARKS

(b) “The lesson of Colmcille for today is that politics and religion should not be mixed.”

To what extent do you agree with this view?

Answers may include:

- An evaluation of the claim that religion and politics should not be mixed.
- The debate about the separation of religion, politics, Church and State, e.g. the views of Gandhi, the National Secular Society, Jehovah’s Witnesses.
- The benefits of mixing religion and politics, e.g. the work of religious leaders in brokering peace, the moral and ethical guidance religion can provide.
- The disadvantages of mixing religion and politics, e.g. in theocratic dictatorships.
- The role of religion to be counter cultural.
- The example of Jesus, e.g. the payment of taxes.
- The role of the Lords Spiritual.
- The British Monarch and the Church of England.
- Bible teaching in, e.g. Romans 13:1 and 1 Peter 2:13–14 and Biblical warning about the dangers of worldly power.
- The view of the relationship between religion and politics across and within a variety of world religions, e.g. different perspectives within Islam, Judaism.
- The work of religious figures in a socio-political context, e.g. Desmond Tutu, Oscar Romero, Martin Luther King.
- Politico-religious fusion in Liberation Theology.
- The role of politics in the establishment of the Protestant Reformation.
- A consideration of Just War Theory.
- The political impact of religious pacifism.
- The development and influence of the new Christian Right in the US.
- An evaluation of the claim that dangers of mixing religion and politics is a lesson from Colmcille for today.
- The disadvantages of Colmcille’s involvement in politics, e.g. wars of the period; the views of scholars such as Reeves, McNeill, Herbert, Montalembert.
- The politico-religious motivation of Colmcille.
- The benefits of political involvement to his mission, e.g. the visit to Bruide, the Convention of Druim Cett.
- The political and religious benefit of the foundation at Iona; the views of scholars, e.g. Colgrave and Mynors, Finlay, McNeill, Skene, Stokes.
- Other important lessons that can be learned from Colmcille, e.g. the importance of peace, unity, prayer, asceticism.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

3 (a) Identify and consider the main reasons for the Protestant Reformation.

AVAILABLE
MARKS

Answers may include:

- Corruption of the Papacy and clerical abuses, e.g. excess, simony, abuse of power.
- Lack of education of rural clergy.
- Failed attempts at conciliar reform.
- The development of the doctrine of Purgatory.
- The impact of the Black Death.
- The development of a system of Indulgences and subsequent lack of education about this.
- The selling of Indulgences.
- The development of a new religious piety with an emphasis on personal relationship with God, availability of private prayer books to the laity.
- The printing press and the availability of the Bible in the vernacular; views of scholars such as Cottret.
- The impact of reforming ideas of thinkers such as Hus, Erasmus; the views of scholars, e.g. Macek, Kaminsky, Hitchcock, MacCulloch.
- The impact of economic growth and nationalism on the power of the Papacy.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “Secularisation is the biggest threat facing religious believers today.”
Critically assess this claim.

Answers may include:

- An evaluation of the claim.
- An exploration and evaluation of the concept of secularisation.
- The challenge of à la carte/patchwork religious belief and practice.
- The rise in the culture of individualism.
- The impact of moral relativism on the value placed on religious moral teaching.
- The impact of decline in religious service attendance.
- A growth in “spiritualism.”
- The challenges of separation of religion and state for the Church, e.g. impact on Religious Education, religious expression.
- The benefits of separation of Church and state, e.g. the church should not be concerned about temporal issues, opportunity to develop a personal faith.
- The rise of rationalism.
- Consideration of the challenge of the ideas of modern atheism, e.g. Daniel Dennett, Sam Harris, Richard Dawkins.
- The challenge of religious apathy and indifference.
- The threats and challenges of the rise of religious fundamentalism.
- Issues within churches themselves being a source of challenge to the church, e.g. a loss of trust in church leaders and the impact of abuse scandals.
- The tensions between progressive and traditional believers within churches as a challenge.
- Secularisation is not a global phenomenon, e.g. African churches face the challenge of managing growth.
- Reverse mission as a solution to secularisation.
- An evaluation of the counter-cultural approach to mission in secularisation, e.g. the approach of Pope Benedict, reaffirming of traditional teachings; the views of researchers, e.g. Allen, Stark and Bainbridge, Finke.
- Secularisation as an opportunity for the church, e.g. to reform, refocus, offer orthopraxis focussed mission.
- Secularisation as an opportunity for dialogue between religion and state, e.g. legislative protection of freedom of conscience for believers.
- Secularisation as an opportunity for greater ecumenism or ecumenical based mission in the Church.
- The work of religious orders and organisations engaged in contemporary mission abroad.
- The emergence of home mission fields.

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) With reference to **one** historical example, outline how religion can be affected by controversy. You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- Reference to one historical example drawn from non-taught course material.
- Consequences of the integration of law and issues of morality, e.g. same sex marriage, abortion.
- The importance of freedom/primacy of conscience.
- The impact of diversity in interpretation of religious texts.
- Challenge to religious authority.
- Issues around mission of inclusion, e.g. same sex couples, divorced and remarried couples.
- Division caused by differing Interpretation and understanding of the nature of religious authority, e.g. Sunni and Shia Muslims, scripture and tradition.
- The challenge of implementation of change in religious organisations.
- Religious practices, e.g. circumcision, religious dress.
- Personal autonomy.
- Interpretation of religious texts, e.g. the Qur'an, hermeneutics.
- The role of women in religion/apostolic tradition.
- Impact of controversy caused by abuse scandals.

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) “History shows that religious faith and morality are inseparable and always should be.”

How far do you agree with this claim? You must refer to other aspects of human experience in your answer.

Answers may include:

- An evaluation of the claim focusing on what history illustrates about the relationship between morality and religion with consideration of ongoing relevance.
- God as a source of all morality as understood historically; Divine Command theory.
- Moral teachings contained in religious texts, e.g. the Sermon on the Mount, the Qur’an.
- Ethical and moral teachings of religious organisations, e.g. abortion, war, the environment.
- Religious organisations as counter-cultural to morality in secular society.
- Secular sources of morality, e.g. humanism.
- New Atheism, science as a source of morality, e.g. Richard Dawkins’ 10 commandments.
- The impact of Utilitarian thinking on morality, utilitarianism as the ethic of choice in the contemporary world.
- The tension between religion and morality, e.g. historical abuse, religious wars, the Inquisition, the Crusades, FGM.
- Religion and freedom, e.g. of conscience.
- Religious ideas and teaching on sin.
- Relationship between rule keeping and morality.
- Religion as a system of social control, e.g. judgement, reward, punishment.
- Immoral acts justified by religious faith, e.g. gay conversion therapy, Mother and Baby homes.
- Secular codes of morality, e.g. Universal Declaration of Human Rights.
- The morality of religious extremism.
- The example of the Dutch Reformed Church in South Africa and the attempted theological justification of apartheid.
- Events in Nazi Germany, e.g. the creation of a national “Reich Church” to support a ‘nazified’ version of Christianity; the emergence of a perverted sense of morality.
- The moral example of religious figures , e.g. Martin Luther King, Mother Teresa.
- The views of various writers on the relationship between religious faith and morality, e.g. Kierkegaard, Kant, Singer.

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