



**ADVANCED**  
**General Certificate of Education**  
**2018**

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**Religious Studies**  
**Assessment Unit A2 5**  
*assessing*

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

**[ARE51]**

**MONDAY 11 JUNE, MORNING**

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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.

## A2 BANDS

## Total Marks: [20]

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]

## A2 BANDS

## Total Marks: [30]

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
1 (a) "The Book of the Angel provided the basis for Armagh's claims to archiepiscopal authority." Discuss this statement.		
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>Reference to the claims made by Armagh</li> <li>Debate on the dating of the Book of the Angel</li> <li>Reference to hagiographical evidence supporting Armagh's claims, e.g. Muirchú and Tirechán</li> <li>Reference to sources suggesting pre-eminence of Patrick, e.g. Letter of Cummian, Hymn of Secundinus</li> <li>Evidence from Church outside Ireland, e.g. Relics, Letter from Pope John IV</li> <li>Paschal controversy and alignment with Rome</li> <li>Evidence of recognition given by other churches, e.g. Synod of Birr</li> <li>Reference to evidence associating Patrick with Armagh, e.g. archaeological evidence and place names, Annals</li> <li>Reference to the significance of Emhain Macha</li> <li>The importance of Downpatrick</li> <li>The views of scholars such as, Ó Fiaich, Corish, Carney, Doherty, Byrne, Sharpe, Hughes</li> </ul> <p>Accept valid alternatives Mark in levels (AO1)</p>	[20]	
(b) Critically assess the view that whereas religious authority was of central importance in the Celtic Church, it is of no importance today.		
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>Debate about perceptions of authority in the Celtic Church, e.g. Papal Authority, Whitby</li> <li>Columbanus, attitude to French bishops, Papacy</li> <li>Role of abbots/bishops</li> <li>Spiritual authority of monasteries and anamchara</li> <li>Challenges to the authority of religion from atheistic arguments, e.g. Dawkins, Hitchens, Harris</li> <li>Cultural changes, e.g. relativism, individualism</li> <li>The rise of secularism, the Post-Modern age</li> <li>The importance of the authority of the State</li> <li>The role of religious leaders socially and politically, e.g. the House of Lords</li> <li>The authority of religious texts</li> <li>Different types of religious authority, e.g. the primacy of Conscience, the authority of religious institutions</li> <li>Conflict between different sources of religious authority, e.g. Sacred texts, Tradition, Papal Infallibility, leaders</li> <li>Scientific challenges to religious authority, e.g. the origins of the Universe, the possibility of miracle</li> <li>Philosophical challenges to religious authority, e.g. the non-religious origins of morality</li> <li>Religious authority in theocracies, e.g. Iran</li> <li>How religious authority has been undermined by events, e.g. sex abuse scandals</li> <li>How religious adherents still look to religion for guidance</li> <li>How religious authority has been effective in the public square, e.g. criticism of welfare reform in Britain.</li> </ul> <p>Accept valid alternatives Mark in levels (AO2)</p>	[30]	

2 (a) Discuss the development of missionary outreach of the Celtic Church to Northern Britain.

AVAILABLE MARKS

Answers may include:

- The background to the missionary work of the Celtic peregrini, e.g. paganism, invasion of the Angles, Saxons
- Reference to the missionary work of Colmcille
- Reference to political involvement of Colmcille
- The contribution of Lindisfarne
- The work of Aidan
- The contribution made by Colman and the Burgh Castle group
- Controversies and criticisms made of Celtic peregrini, e.g. role of the abbot, dating of Easter
- Views of scholars such as Simpson, Green, McNeill, Finlay, Ni Mheara

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) "The Celtic Church had no doubt about its missionary aims whereas the Christian Church today is unsure."  
Critically evaluate this claim.

Answers may include:

- Reference to reasons for missionary outreach in the Celtic Church, e.g. to seek solitude rather than evangelise
- Provision of education, care of the marginalised by Celtic peregrini
- The theology of mission in the wider Christian Church, e.g. the Anglican Church, New Religious movements
- The importance of aid-giving in mission
- The challenges of competing evangelism in the developing world, e.g. missionary outreach of Catholic church, missionary work of evangelical movements
- Criticisms of the impact of missionary activity, e.g. negative impacts on indigenous cultures
- How missionary movements were seen as tools of imperialism
- Reference to the missionary aims of Vatican II, e.g. Ad Gentes
- The views of Liberation theologians, the need to address social injustices
- The challenges of 21st century mission, e.g. New Atheism, Secularism
- The role of mission in social and political contexts, e.g. refugee crisis
- The work of various Christian missionary organisations, e.g. Open Doors, Missionary religious orders, Church Mission Society
- Missionary work as a key part of Church ministry, e.g. serving to fulfil the teaching of Jesus (MT. 28:19)
- How the Christian Church today remains certain about its missionary aims.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

## 3 (a) Analyse the teaching of Vatican II on the nature of Church organisation.

AVAILABLE MARKS

Answers may include:

- Pre-Vatican council structure of the Church, e.g. hierarchy, clericalism
- Theology of the Church as Mystical Body
- Emphasis on the Church as community
- The role of the Laity in Vatican 11, e.g. Apostolicam Actuositatem
- Reorganisation of the Curia
- Changes made to religious orders
- Teaching on Collegiality and involvement of the bishops
- Devolving power to local churches and decentralisation
- The view of scholars such as Butler, Dulles, Griffiths, Brennan, Wells.

Accept valid alternatives

Mark in levels

(AO1)

[20]

## (b) "Change has not always been welcome but is an essential feature of church life."

Critically assess this claim in relation to the Celtic Church and the Protestant Reformation.

Answers may include:

- Reference to the Paschal Controversy
- An evaluation of the impact of the Synod Of Whitby
- The Celtic Penitentials
- Abbatial government in the Celtic Church
- The work and writings of Columbanus
- Disunity and schism caused by change
- The Indulgences Controversy
- The need for reform of abuses in the Church, e.g. nepotism
- The weakening of the Catholic Church by internal controversy
- The 95 Theses
- The benefit of the Reformation, e.g. access to the Bible
- "Ecclesia semper reformanda est"
- The challenge to become a more compassionate Church
- The growth of new belief systems and denominations, the challenge of theological diversity
- The difficulty of achieving Christian Unity
- Reference to the views of scholars such as McNeill, Hughes, Gougaud, Ó Croinín, McCulloch, Reeves, Bainton, Hillerbrand.

Accept valid alternatives

Mark in levels

(AO2)

[30]

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.

## Synoptic Bands

## Total Marks: [30]

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**

4 (a) Outline **two** reasons why religious believers have a duty to prevent conflict. You must support your answer with reference to at least one other unit of study.

Answers may include:

- Possible reasons, e.g. upholding a moral imperative (love your neighbour, love your enemy), protection of the weak and vulnerable, how religious dialogue can prevent conflict, fidelity to the teachings of world faiths, the importance of forgiveness, the duty to address the injustices that give rise to conflict
- The teaching of the main churches on promoting peace in the world
- Religion as a source of conflict, e.g. competing belief systems and teachings
- The role played by religion in theocratic states and conflict within these
- Religion as a source of conflict historically, e.g. the Thirty Years' War, Inquisition, Crusades
- Religious conflict and genocide in former Yugoslavia
- Just War theory, how the theory makes it possible for the Christian to engage in warfare – though nuclear war undermines Just War theory
- Religion as a source of conflict in the contemporary world, e.g. religious fundamentalism, in Middle Eastern conflict, Sunni/Shia conflict
- The teaching of religious texts on conflict, e.g. the Qu'ran, the Bible
- Conflict within religion, e.g. the Reformation, continued division among Christians, inter-faith conflict in the African countries
- Religious Pacifism, e.g. Martin Luther King, Gandhi
- The role of religious leaders in political conflict, e.g. Romero, Tutu, Paisley
- Religious texts and teachings which promote peace and reconciliation
- Work of WCCs in peace mediation in the Sudan
- The role of secular authority in peacekeeping, e.g. the UN
- The work of Pax Christi.

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) "Strong religious faith has not always been matched by high levels of morality, even though religious faith and morality are inseparable." Critically assess this view. You must refer to other aspects of human experience in your answer.

AVAILABLE MARKS

Answers may include:

- Reference to other aspects of human experience
- How religious faith has been undermined by immoral behaviour, e.g. clerical abuse scandals, hypocrisy, alignment with the 'elite' in society
- God as a source of all morality
- The role of religious teaching on morality, e.g. the Decalogue, Sermon on the Mount, Prophets
- Religious teachings on sin
- The impact of secularism and development of atheist philosophy on morality, e.g. The God Delusion
- Relationship between rule keeping and morality
- Religion as a system of social control, e.g. judgement, reward, punishment
- The impact of secular humanism and Utilitarian ethics on morality
- Immoral acts justified by religious faith
- Secular codes of morality, e.g. Universal Declaration of Human Rights
- Moral challenges within religion itself, e.g. same sex relationships, gender equality
- Religious extremism
- The fundamental link between religion and morality, how religious belief can help to make sense of behaving morally
- The views of various writers on the relationship between religious faith and morality, e.g. Kierkegaard, Kant, Singer
- Possible historical and/or contemporary examples.

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