2.3 Religion, identity and power

Name: _____ Class: _____ Date: _____ **Total: 30 marks**

KEY WORDS established church • secularism • legitimacy • social movement • minority

Objective

Study how religion shapes **identity** and **power** in society: religion and the state, religion in **social movements**, and religion as a marker of minority identity.

You must be able to:

- describe different relations between religion and the state
- explain how religion can support or challenge power
- analyse a religious social movement
- explain religion as a marker of minority identity
- evaluate whether religion mainly supports or challenges power

1 Key knowledge and worked examples

Religion and the state

model	example
established church	the Church of England: the monarch is its Supreme Governor; bishops sit in the House of Lords
strict separation	France's 1905 law separating churches and the state (*laïcité*)
religious state	Iran: under the 1979 constitution, a senior cleric is Supreme Leader
secular state with religious freedom	the US First Amendment (1791)

Supporting and challenging power

Religion can **legitimize** power (divine right of kings), and it can **challenge** it: the US civil rights movement was led largely from Black churches; Martin Luther King Jr. was a Baptist minister. In Poland, the Catholic Church supported the Solidarity movement in the 1980s.

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Minority identity

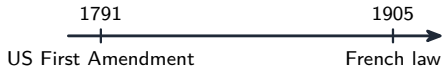
For minorities, religion can mark belonging and difference: dress, food, festivals and places of worship become signs of identity, and sometimes targets of discrimination.

Worked analysis. The civil rights movement used church buildings for meetings, sermons for motivation, hymns at marches, and biblical stories (the Exodus) to frame freedom. Religion gave **organization**, **meaning** and **moral authority** to a challenge to power.

2 Practice

2.1 Distinguish an **established church** from **strict separation**, with an example of each. [2]

2.2 France's law on separation was passed in 1905 and the US First Amendment was adopted in 1791. Calculate the difference, and explain **one** difference between the two models. [3]

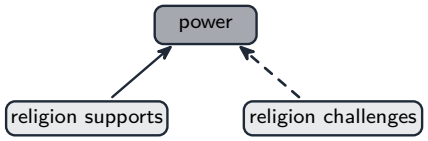


2.3 Explain **two** ways religion helped the US civil rights movement challenge power. [4]

2.4 Explain how religion can be a marker of **minority identity**, and **one** risk this creates, with a real example. [6]

3 Exam-style questions

3.1 *(Preparation essay.)* "Religion more often supports power than challenges it." Discuss with reference to **three** cases. [15]



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Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

established church: one church has an official link to the state, e.g. the Church of England; strict separation: the state has no official religion and keeps religion out of public institutions, e.g. France's laïcité (1905)

2.2

$1905 - 1791 = \mathbf{114}$ years; laïcité keeps religion out of public institutions, e.g. limits on religious symbols in state schools; the US model forbids an established religion but allows wide public religious expression

2.3

any two, explained: organization: churches gave meeting places and networks; meaning: biblical stories such as the Exodus framed the struggle as liberation; moral authority: ministers such as Martin Luther King Jr. spoke with moral force; songs and hymns built courage and unity

2.4

religion marks belonging through visible signs, e.g. dress, food, festivals; it supports community and continuity across generations; a real example named and explained; risk: visible difference can attract discrimination or restrictive laws; example of the risk

3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate knowledge of at least three traditions, the four concepts applied, different views and sources evaluated, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: concept of power explained; supports power: legitimation, e.g. divine right of kings; state churches; a case in detail; challenges power: civil rights movement; Solidarity in Poland; a third case in detail; religion as both, depending on context and actors; minority religions and the state; comparison of cases; a reasoned conclusion

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