



ADVANCED
General Certificate of Education

Religious Studies

Assessment Unit A2 8

assessing

Themes in the Philosophy of Religion

[ARE81]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that assessments are marked accurately, consistently and fairly. The mark scheme provides assessors with an indication of the nature and range of students' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to students' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Students 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 students' responses

In marking the assessments, assessors 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 students 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 students may produce. In the event of unanticipated answers, assessors are expected to use their professional judgement to assess the validity of answers.

Positive marking

Assessors are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Assessors 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 students 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, assessors 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, assessors are expected to use their professional judgement. The following guidance is provided to assist assessors.

- **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 students. Having identified, for each assessment objective, the band in which the student has performed, the assessor should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

Students must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Students must support their answer with reference to at least one other unit of study to access Bands 4–5.

Students 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 students' 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, assessors should refer to the more detailed guidance provided below:

Level 1 (Basic): The student 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 student 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 student 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 student 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 student 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]

Additional Marking Guidance

Overview

- Additional Marking Guidance has been drawn up for all the AS and A2 units.
- The purpose of this Marking Guidance is to scaffold the application of the Mark Scheme for each unit by offering specific information on applying the Performance Descriptors for each of the two Assessment Objectives (AO1 and AO2).
- The Marking Guidance recognises that there are levels of response to any task and assists the process of deciding which mark within a band is to be awarded to the response.
- The approach leans on the guidance offered in the **General Marking Instructions** at the beginning of the Mark Scheme where Threshold, Intermediate and High performance levels are identified within a band.
- All assessors for GCE Religious Studies are asked to use this guidance in deciding on the appropriate mark within a band.
- Assessors are also asked to look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another.
- For most of this guidance the levels are starting at Band 3 as most of the responses normally start here.
- The description “limited” would be the defining characteristic of Band 2 answers.
- All AO2 questions are open-ended tasks with the quality of critical assessment offered determining the mark to be awarded.
- AS Section B AO2 tasks – here students must engage with other aspects of human experience to access Bands 3–5.
- A2 Synoptic Assessment AO2 – here students must engage with other aspects of human experience to access Bands 3–5 and offer real and meaningful critical assessment.
- Double Credit rule – students cannot be awarded double credit for the same material if used between AO1 and AO2 unless it is in an entirely different context.

Guide to abbreviations used

- Abbreviations are used throughout to give the Marking Guidance material a user-friendly character for assessors.
- Examples of generic abbreviations used are – B (Band), HB4 (High Band 4), MB3 (Mid Band 3), KU (Knowledge and Understanding), CA (Critical Assessment), TC (Taught Course), NTC (Non Taught Course), SA (Synoptic Assessment).

A2 8 Marking Guidance S2021

(Remember, students have only 15 minutes for their AO1)

Q1(a)

B1 A very basic response demonstrating minimal knowledge and understanding of Intelligent Design, not addressing the actual question set.

B2 A limited response demonstrating only limited knowledge and understanding of Intelligent Design, in parts lacking factual accuracy and/or coherence of response.

B3 A broad response to the task which provides an explanation of Intelligent Design.

HB3 A broad response but with some attempt to address the question more fully; that the evidence for Intelligent Design points to a Designer.

B4 A good range of relevant evidence for Intelligent Design is provided and analysed as pointing to a Designer.

HB4 A very good range of relevant evidence for Intelligent Design is selected such as “irreducible complexity” or the fine tuned universe theory. How arguments like these point to an Intelligent Designer.

B5 Shows comprehensive understanding with a more articulate and mature level of explanation of how selected evidence for Intelligent Design is a satisfactory basis for an Intelligent Designer.

HB5 A sophisticated, mature and almost faultless response which selects relevant evidence for the Intelligent Design argument. Such evidence is shown as pointing to an Intelligent Designer. Useful references to support the argument from academics/scholars, such as Behe, Meyer or Dembski could be cited.

Q2(a)

B1 A very basic response demonstrating minimal knowledge and understanding of Plato's Cave Analogy, not addressing the actual question set.

B2 A limited response demonstrating only limited knowledge and understanding of Plato's Cave Analogy, in parts lacking factual accuracy and/or coherence of response.

B3 A broad description of Dualism with some references to Plato's Analogy of the Cave. Philosophical implications not fully drawn out.

B4 The concept of Dualism is described with particular reference to Plato's Analogy of the Cave and some relevant philosophical points are developed.

HB4 The concept of Dualism in Plato's Analogy is explained along with a significant attempt to say something about the symbolic meaning of the events in the cave with reference to, e.g. the sun, the puppeteers, the raised way and why they are important.

B5 An extremely coherent and fluent response which alongside the Analogy of the Cave draws on the philosophical significance and implications which are explained. The distinction between, e.g. 'real', 'shadow', 'body', and 'spirit' could be analysed.

HB5 An almost faultless and sophisticated outline of the Analogy and its philosophical importance for Dualism. Reference could be made to the soul, the afterlife, reincarnation, the impermanence of this transitory life and the existence of a transcendental world beyond this one.

Q3(a)

B1 A very basic response demonstrating minimal knowledge and understanding of Rachels' views nor the case against religious morality, not addressing the actual question set.

B2 A limited response demonstrating only limited knowledge and understanding of Rachels' view of religious morality, in parts lacking factual accuracy and/or coherence of response.

B3 A good response which draws some useful comparative links between Rachels and his views on religiously based morality.

B4 Demonstrating a good understanding of the work of James Rachels, outlining with some accuracy his views on religious morality.

HB4 A very good response which makes a satisfactory attempt at an explanation of the position of Rachels' concerning religious based morality. May include reference to some of Rachels' writings, and/or examples cited by Rachels.

B5 An extremely coherent and fluent response which dwells on Rachels' opposition to religious morality. Mention of his important ideas, e.g. morality as a social construct, utilitarianism and/or reference to The Elements of Moral Philosophy.

HB5 A sophisticated answer which competently and maturely analyses Rachels' position concerning religious morality. May include references to the ideas and writings of Rachels such as the "minimum conception of morality", his use of the Euthyphro Dilemma and/or specific moral examples cited by Rachels.

A2 8 AO2 Marking Guidance S2021

Q4a (B2 – if only TC and no LINK)

B3 NTC material but **no** LINK.

B4 **Meets SA AO1 requirements** – attempting to respond to the question, drawing on NTC with LINK identified.

HB4 Beginning to deal with the **case for** with LINK both meaningful and developed.

B5 Degree of sophistication reflected in the language, terminology and evidence used.

HB5 Comprehensive response with some sophistication with real synopticity, maybe some degree of synthesis.

NOTE – *It is the LINK that makes the difference at the top end.*

AO1 B1 **Minimal** relevant KU, serious disconnect with the TC, **basic** sense of the question.

AO1 B2 **Limited** KU, **limited** range of evidence/examples, **limited** coherence, **limited** terminology and vocabulary.

A2 8 AO2 Marking Guidance S2021

B1 Minimal relevant critical analysis (CA) – serious disconnect with the CA skill.

B2 Modest attempt at CA – limited use of evidence, limited reasoning, limited evidence of structure and coherence.

B3 Reasonable/good attempt at CA – clearly responds to the set task producing a reasonably well sustained line of enquiry attempting to employ relevant evidence though could be imbalanced with some awareness of competing views though not necessarily well developed.

B4 Very good attempt at CA with clear engagement with the set task with an attempt to employ evidence and reasoning to construct an informed and balanced response though could be stronger on one side of the debate.

HB4 Line of enquiry relatively easy to follow enhanced by the quality of debate offered with an attempt to provide a range of perspectives.

B5 High quality attempt to provide well informed debate with clarity and coherence of a high order.

HB5 Comprehensive response characterised by consistently high-quality CA with sophistication evident.

Q4 Synoptic Assessment

Students must engage with other aspects of human experience in their Synoptic Assessment AO2 response to access Bands 3–5.

The Synoptic AO2 should be driven by real and meaningful Critical Assessment.

NB Always look for the best fit bearing in mind weakness in one area may be compensated by strength in another.

Section A

**AVAILABLE
MARKS**

Answer **two** questions from this section

- 1 (a)** Analyse how the evidence of Intelligent Design points to an Intelligent Designer.

Answers may include:

- Clarification of the term Intelligent Design.
- The case in favour of Intelligent Design, the idea of irreducible and specified complexity, the Fine Tuning universe argument.
- The views of relevant scholars such as Behe, Meyer, Dembski.
- Evidence to support Intelligent Design within the universe and the subsequent support for an Intelligent Designer/Creator.
- Reference to related arguments Anthropic, Cosmological and/or Teleological in support of Intelligent Design, e.g. the human eye, distance from the sun.
- How DNA mapping and the human genome impacts on the Intelligent Design Argument.
- Intelligent Design's rejection of the views of Neo Darwinists such as Dawkins and Hitchens.
- Reference to the links between Intelligent Design and Creationism and allied US court cases.
- An exploration as to whether the universe shows evidence of design, the universe as revealing flawed design.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “Modern science makes the Biblical Creation Narratives irrelevant.”
Critically assess this view.

AVAILABLE
MARKS

Answers may include:

- Atheistic scientists’ support for this claim, the primacy of science and reason over scripture and faith.
- Reference to specific scientific and cosmological advances which challenge and/or support the biblical creation narratives.
- Reference to the concept of a ‘God-of-the-Gaps’, God as no longer needed to explain the creation of the universe or life within it.
- Examples of conflict in the field of education on this issue, in the UK and US.
- The views of relevant scholars such as Dawkins, Hitchens, Teilhard de Chardin, Polkinghorne.
- Reference to the views of naturalism.
- Reference to fideism, sacred texts as being the inerrant and Divine Word of God.
- An exploration of the views of Creationism, Accommodationism, Theistic Evolution and Neo-Darwinism.
- The primacy of sacred texts notably the Creation Narratives over any and all scientific challenges.
- A critique of the Intelligent Design Argument.
- Reference to the variety of Creation myths such as Christian, Hindu and Buddhist.
- Reference to the biblical narratives as revealing ‘truth’ for humanity, e.g. the sanctity of life principle.
- Secularism’s challenge to sacred texts as being outdated, the product of superstitious and primitive mind-sets.
- The biblical narratives as having an unscientific character.
- Appreciation of the style of the narratives, their purpose and context written within a non-scientific age.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Examine the concept of dualism within Plato's Analogy of the Cave.

AVAILABLE
MARKS

Answers may include:

- An exploration of Plato's Analogy of the Cave with particular reference to his views on dualism.
- A brief outlining of the cave analogy and its symbolic meaning.
- An exploration of the central figures and/or images within the analogy: - the prisoners, the cave, the sun, the puppeteers and their meaning.
- Reference to Plato's assertion that those who emphasise the empirical are in a 'cave'; reliance on materialist perception is limiting and cannot be considered as truth.
- Plato's distinction between 'real' and 'shadow', 'body' and 'spirit'.
- Reference to Plato's Republic and his theory of Forms.
- An exploration of Plato's teachings on dualism and support for reincarnation.
- Reference to the significance of the imprisonment, escape from and return to the cave.
- A definition of the term dualism.
- Reference to the concept of reincarnation and/or rebirth as held by a number of faith traditions.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically evaluate the claim that there is no evidence to support belief in an afterlife.

AVAILABLE
MARKS

Answers may include:

- Empiricist and/or linguistic challenges to the notion of life after death.
- An exploration of the illogical nature of life after death, the afterlife as a meaningless concept.
- An exploration of the problem of continuity of body and/or identity post mortem.
- An exploration of atheism's rejection of the concept of an afterlife and the existence of the soul.
- An exploration of the problems concerning the concept of the soul.
- Reference to the views of relevant thinkers such as Flew, Ryle, Dawkins and Ayer.
- Questions concerning bodily decay, memory and post mortem existence.
- Reference to the views of hard and soft materialism concerning belief in an afterlife.
- Reference to the views of dualism concerning the validity of belief in an afterlife.
- An exploration of evidence cited in support of an afterlife; near death experiences and past life memories.
- Reference to the views of spiritualism.
- Reference to support for resurrection, reincarnation and/or rebirth in multiple faith traditions.
- Reference to Hick's Replica Theory.
- Reference to the concept of an afterlife as recorded within sacred texts.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Explain James Rachels' opposition to religious based morality.

AVAILABLE
MARKS

Answers may include:

- An exploration of Rachels' opposition to religious based morality as fundamentally flawed and dangerous.
- Morality as separate and free from any form of Divine influence.
- An exploration of the teaching of Rachels concerning morality and its source, morality as a social construct.
- A discussion of the roots of morality as lying with humanity rather than any deity.
- Reference to Rachels' 'minimum conception of morality' – morality as driven by human reason rather than Divine Command.
- Reference to the importance of impartiality in moral decision making.
- Reference to the influence of Plato's Euthyphro Dilemma.
- Specific moral examples detailed by Rachels, for example, his views on euthanasia, on animal rights and vegetarianism.
- Reference to key writings such as 'The Elements of Moral Philosophy'.
- An exploration of Rachels' support for a Utilitarian view of morality.
- A discussion of humanity's role as 'conscientious moral agents'.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “The influence of religious morality has always been positive.”
With particular reference to the views of Richard Dawkins, critically assess this claim.

Answers may include:

- An exploration of Richard Dawkins’ teaching on the evolutionary origins of morality and the Selfish Gene.
- A discussion of Richard Dawkins’ rejection of religious morality.
- An exploration of the views of the Richard Dawkins Foundation concerning morality and human autonomy.
- Atheistic counter challenges to the stated claim; religious morality as resulting in sectarianism, judgementalism and fear.
- Dawkins argument against teaching children religious morality, religion as a form of harmful indoctrination.
- Reference to specific examples cited by Dawkins in rejection of religious morality such as Islamic extremism and the Twin Towers attack.
- An exploration of the views of the British Humanist Association concerning the dangers of religious morality and the call to ban faith schools.
- An exploration of the concepts of heaven and hell and the issue of moral motivation.
- Reference to the centrality of evolutionary survival for humanity.
- An exploration of the views of selected schools of thought including Humanism and/or Utilitarianism concerning the negative impact of religious morality and benefits of atheistic morality.
- Reference to the views of allied scholarship such as Hitchens and Atkins concerning the harmful influence of religious morality.
- Challenges to Dawkins’ views – the positive benefits of religious morality for the individual and/or society.
- Theistic counterclaims – Natural Moral Law and/or Divine Command Theory as pointing humanity towards an eschatological goal and ultimate happiness.
- Reference to the views of diverse faith traditions concerning the benefits of religious morality.
- A discussion of the centrality of agape, sacrifice and altruism within religious morality.
- Reference to atheistic scholars’ rejection of moral relativism as dangerous – Lennox, Pope Benedict XVI.
- Rejection of Dawkins’ views as being extremist and unrepresentative of atheistic scholarship.
- Reference to specific examples historical and /or contemporary of the benefits of and/or harm caused by religious morality.

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]

Students 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]

Students 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, Freedom and Atheism

You **must** answer this question

- 4 (a) “Human beings are condemned to be free.”
Examine this statement. You must support your answer with reference to at least one other unit of study.

Answers may include:

- An exploration of the roots of the statement in the writings of Sartre.
- Reference to the views of relevant schools of thought including Existentialism, Nihilism and/or Determinism.
- An exploration of the views of selected writers/scholars such as Kierkegaard, Camus, Sartre, Augustine and Luther.
- Reference to Sartre’s teachings on *pour soi*, *en soi* and *pour soi-en soi*.
- Reference to sacred texts concerning God given freedom.
- An exploration of the danger of absolute freedom and moral relativism.
- An analysis of the implications of freedom with regard to human purpose and meaning to life.
- Definition of the terms ‘free’ and ‘condemned’.
- Existentialism’s support for the primacy of human freedom and the consequences of such freedom.
- Theism’s response to this statement, the rejection of God leads inevitably to negative consequences for humanity.
- Reference to the Absurd, humanity as thrown into a world without meaning or purpose.
- An exploration of the consequences of freedom, positive and/or negative.

Accept valid alternatives

Mark in levels

Students must support their answer with reference to at least one other unit of study to access Bands 4–5

(AO1)

[20]

- (b) “The great weakness of religion is that it is world evading.”
Critically assess this view. You must refer to other aspects of human experience in your answer.

Answers may include:

- Assessment of the view in relation to other aspects of human experience, drawing upon relevant historical and/or contemporary examples.
- Atheistic support for the stated claim, religion’s focus on the supernatural and lack of engagement in temporal reality.
- Exploration of Marxism’s rejection of religion as world evading and a tool of oppression.
- Reference to the views of secularism and the call to reject religion as a dangerous delusion.
- An exploration of the views of selected psychologists or sociologists concerning the origins and function of religion.
- Reference to the quotation provided.
- Atheism’s rejection of religion as suppressing scientific development and human autonomy.
- Reference to the views of selected scholars such as Hitchens, Freud, McGrath and Vardy.
- An exploration of the dangers of reliance on the concept of an omnipotent and omnibenevolent Deity.
- Counterchallenges to the stated claim, e.g. religion as offering real hope and salvation to humanity.
- An exploration of the function and purpose of religion for theism.
- Religion as liberating humanity from the slavery of sin and evil.
- An exploration of Christ’s role as a Saviour, inaugurating the Kingdom of God on earth.
- Reference to the failure of Marxist States and ideology, as failing to meet real human need.
- Christianity’s call to build God’s kingdom on earth in the here and now.
- Reference to selected theologies such as Liberation Theology, Feminist Theology.
- Reference to Hick’s concept of eschatological verification.
- Specific examples of religion as a liberating force speaking out against oppression, injustice and all forms of enslavement.
- Reference to the views of historical and/or contemporary church leaders regarding human salvation.
- Reference to selected texts concerning human liberation and salvation.

Accept valid alternatives

Mark in levels

Students must engage with other aspects of human experience to access

Bands 3–5

(AO2)

[30]

50

Section B

50

Total

150

**AVAILABLE
MARKS**