



Rewarding Learning

ADVANCED
General Certificate of Education
2022

Religious Studies

Assessment Unit A2 5

assessing

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

[ARE51]

MONDAY 20 JUNE, MORNING

**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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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) With reference to the available evidence, outline Armagh's claims to archiepiscopal authority.

Answers may include:

- Annals of Ulster reference to the foundation of Armagh and the views of scholars, e.g. Carney, O' Rahilly, Ó' Fiaich.
- The rise of monastic paruchia and its impact on Armagh.
- The nature of the Book of the Angel, and the views of scholars, e.g. Hughes, Sharpe.
- The claims made as outlined in the Book of the Angel and the views of scholars, e.g. Binchy.
- Churches exempt from the claims, e.g. Kildare.
- Archaeological evidence supporting the foundation of Armagh, e.g. Scotch Street, Emhain Macha and the views of scholars, e.g. Byrne, Ross.
- Muirchú's Life of Patrick and the grant of Armagh by Daire.
- Tirechán's Brief Account and the views of scholars, e.g. Doherty
- The support of Rome for the claims.
- The claiming of hospitality.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the claim that the Celtic Church was successful in spreading the faith only because of controversy and conflict.

AVAILABLE
MARKS

Answers may include:

- The contribution of Patrick and the views of scholars, e.g. Duffy, Hughes, O' Donoghue, Shaw.
- The Letter to Coroticus.
- The peregrini in North Britain, e.g. Aidan, Colman and the views of scholars, e.g. Skene, Reeves, Lightfoot, Gougaud, Kenney, Finlay.
- Controversy surrounding Colmcille, e.g. the coronation of Aidan and the views of scholars, e.g. Reeves, Simpson, Finlay, Herbert, McNeill.
- The contribution of the peregrini in Europe, e.g. Burgh Castle group, Killian, Gall and the views of scholars, e.g. Ryan, McNeill, Ní Mheara, Hurling.
- Columbanus' foundations and Penitentials.
- Columbanus' conflict with the French bishops and the views of scholars, e.g. Ó' Fiaich, Walker.
- Columbanus' Letter to Boniface.
- Columbanus' admonishment of Theuderic.
- The dating of Easter.
- The tonsure.
- Baptism and Episcopal ordination.
- The meeting with Augustine.
- The Synod of Whitby and the views of scholars, e.g. Hughes, Hardinge, McNeill, Chadwick.
- Local tradition and autonomy.
- Abbatial government.
- The Penitentials.
- Criticism of the peregrini, e.g. breach of Canon Law.
- Controversy as a means for promoting Celtic Christianity.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Analyse how Colmcille's skills and motivation served him as a missionary.

AVAILABLE
MARKS

Answers may include:

- Significance of Colmcille's identity as an Uí Neill.
- Motivation for and skills evident in for the foundation of Iona and the views of scholars, e.g. Ryan, Finlay, McNeill.
- Significance of spiritual ministrations to Dal Riata.
- Skills evident in (e.g. diplomacy, political insight) and motivation for the visit to Brude, views of scholars, e.g. Skene, Stokes, Henderson.
- Extent of mission among Picts and the views of scholars, e.g. Simpson, Finlay, McNeill.
- Adomnán's life of Colmcille.
- Motivation for the coronation of Aédan and the views of scholars, e.g. Finlay, Reeves, Herbert.
- Skills used in Convention of Drumcett, e.g. negotiation.
- Motivation for involvement in secular affairs.
- Prayer and asceticism of Colmcille.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) "Missionary work is no longer necessary since the Church has ceased to have a relevant role in the modern world."
To what extent is this statement true?

Answers may include:

- The evidence for secularism, e.g. privatisation of religion, separation of church and state, decline in church attendance, the repeal of the 8th amendment in R.O.I.
- The influence and domination of science.
- The culture of individualism.
- Moral relativism and the loss of credibility of religious authority.
- Decline in vocations to priesthood and religious life.
- The impact of scandal, e.g. clerical child abuse.
- The growth of religious fundamentalism.
- The growth of Islam and its influence in the Middle East.
- The influence of religious faith in politics, e.g. House of Lords, in the U.S.
- The Pope as a head of State.
- The concept of reverse mission.
- The influence of churches in the developing world, e.g. African countries.
- Growth in materialism.
- The influence and challenge of modern atheism, e.g. Harris, Dawkins.
- Religious indifference.
- The role of counter cultural mission, e.g. the ideas of Pope Benedict.
- The role of orthopraxy as well as orthodoxy.
- The work of faith-based organisations in mission, e.g. Christian Aid, Trocaire.
- Role of the laity.
- View of scholars, e.g. Allen, Murray, Davie, Bruce, Gaillardetz.
- The impact of pandemics such as Covid-19 and the subsequent yearning for spiritual support.
- The need for Christianity, especially evangelical Christianity, to be true to the Great Commission of Matthew 25.
- Emile Bruner's idea that the church exists by mission as a fire by burning.
- The role played by Imperialism – how the missionary movement effectively ended with the end of Imperialism.
- How missions today consist mainly of social and community development and education, e.g. Trócaire.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

3 (a) Outline some of the changes the Counter Reformation brought to the religious and monastic way of life.

Answers may include:

- The impact of the Protestant Reformation on clergy and religious.
- The contribution of Cardinal Ximenes de Cisneros.
- The reform of the monastic vow of poverty and chastity.
- The denouncement of monastic abuses at Trent.
- The provision of training for secular clergy and development of seminaries.
- The influence of Teresa of Avila, e.g. the revival of contemplative prayer.
- The contribution of new religious orders, e.g. Theatines, Ursulines.
- The ideas of Ignatius of Loyola.
- The work of the Jesuits.
- How spiritual growth in the Catholic Church brought about the changes.

Accept valid alternatives

Mark in levels

(AO1)

[20]

AVAILABLE
MARKS

(b) “Issues of religious authority presented a greater problem for the Church at the Reformation than is the case today.”
Critically evaluate this view.

Answers may include:

- The power of the Papacy in Medieval times.
- Episcopal abuses and clerical worldliness.
- The Indulgences Controversy.
- The growth of religious piety.
- The conciliar movement.
- Erasmus and the authority of Scripture, the views of scholars, e.g. MacCulloch, Reardon, Hitchcock, Randell.
- The impact of Luther and Sola Fide, Sola Scriptura.
- Priesthood of all believers.
- Challenges to the Infallibility of the Pope.
- The authority of Princes.
- Calvin and the authority of the State.
- The authority of Henry VIII and subsequent monarchs.
- The impact of secularism.
- The rise of the Enlightenment mindset, rooted in the scientific method.
- The challenge of New atheism, e.g. Dawkins, Dennet.
- Privatisation of religion.
- Culture of individualism.
- Moral relativism.
- The contribution of Pope Benedict and “counter-culturalism”.
- The continuing issue of authority – authoritarian as against more democratic structures, the position of the laity especially women.
- Challenges to Pope Francis, e.g. from theological conservatives within to his reforms.
- How religious leaders in the current age have undermined their own authority/integrity through involvement in scandal, e.g. clerical child abuse.

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, identify and consider reasons for conflict between religious believers and the state. You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- Religious withdrawal from the state, e.g. Anabaptists.
- Ideological conflict, e.g. the higher authority of God.
- Conflict between state law and religious morality, e.g. abortion, same sex marriage.
- Conflict between state law and religious law, e.g. Sharia Law.
- State sponsored atheism, e.g. Communist China, Communist USSR.
- A moral issue and government policy, e.g. war, weapons of mass destruction, abortion, euthanasia, social welfare reform.
- Perceived threat to religious faith, e.g. Hindu nationalists, Sikh extremists, Hezbollah.
- Religious duty, e.g. Islamic Jihad.
- Religious wars.

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) “The ethical views of the state and religion should be the same.”
Critically assess this statement. You should refer to other aspects of human experience in your answer.

Answers may include:

- Religion as a source of all morality, e.g. Romans 13: 1–7, the Decalogue and the nation of Israel.
- Judaeo-Christian principles reflected in the law of the State.
- The teaching and example of Jesus on relationship with secular authorities.
- Religious morality and the State in a theocracy, e.g. Sharia Law in Iran.
- State sponsored religion, e.g. China.
- The influence of established churches, e.g. the Anglican Church/Lords Spiritual in the House of Lords.
- Influence of politico-religious groups, e.g. New Christian Right.
- The influence of the Catholic Church on the State in Ireland, e.g. the 1937 Constitution, Mother and Child Scheme.
- The roles of Church and State in abuse scandals.
- Secularism and the separation of religion and State.
- The ethical purpose of the State, e.g. to uphold the law, protect citizens, manage the economy.
- Ethical conflict between religion and State, e.g. abortion, same sex marriage.
- Religion as a moral challenger of State policy, e.g. Bonhoeffer, Liberation Theology, Desmond Tutu.
- Religion and religious ethics as divisive.
- Religious Ethics as a private or spiritual matter.
- Role of the State in protection of religious freedom.
- Marginalisation of minority faiths and the non-religious.
- Immoral choices of religious leaders, e.g. child abuse, religious justifications for slavery.
- The ethics of religious wars and religious based terrorism.
- Atheistic morality, e.g. secular humanism, evolutionary morality.
- Human autonomy and freedom and primacy of Conscience.

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

**AVAILABLE
MARKS**