



Rewarding Learning

**ADVANCED
General Certificate of Education
2022**

Religious Studies

Assessment Unit A2 8

assessing

Themes in the Philosophy of Religion

[ARE81]

MONDAY 27 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) Distinguish between the terms univocal and analogical in relation to religious language.

Answers may include:

- A clarification of the terms univocal and analogical with reference to religious language and the distinction between the two terms.
- An exploration of Aquinas' teachings concerning the need for analogical language when referring to God.
- Reference to the limitations of univocal language in relation to religious language.
- Univocal language as asserting that while words can be applied to different things that the meaning must be the same and the impact of this when referring to a Transcendent God.
- Reference to relevant scholarly views such as Alston's view that there are some concepts that can be applied univocally to God yet rejecting a completely univocal solution.
- Reference to Aquinas' rejection of univocal language when speaking about God.
- Discussion as to whether religious language is a distinct form of language, needing its own analogical form of expression.
- Reference to the views of scholars such as Ramsey, Janet, Soskice, Hick, Tillich, Jung or Bultmann concerning religious language.
- Reference to relevant analogies such as Swinburne's toys in the cupboard.
- Reference to the analogy of proportion and/or analogy of attribution.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the view that there is little evidence to support a religious world view.

AVAILABLE
MARKS

Answers may include:

- Secular rejection of any form of religious belief, language or world view.
- Support for this claim from Secularists, Logical Positivists and Empiricists.
- Exploration of the view that as science and technology progresses that inevitably a religious world view is challenged.
- A discussion as to what constitutes evidence, the idea of eschatological verification of a religious world view.
- Reference to Positivism's demand for empirical proofs.
- Reference to specific areas where there is tension between secular science and religion concerning sources of truth, the origins, purpose and destiny of humanity.
- How a secular view of history casts a critical eye on the place of religion in societies of the past, e.g. the Crusades or the wars after the Reformation.
- Religious language as non-objective and non-cognitive and thus, without meaning or value.
- Reference to post-modernist views often evident in a secular age as denying any truth.
- The influence of secularism, the counter-challenge to a theistic world view.
- Reference to the views of scholars such as Hitchens, Atkins, Dawkins, Swinburne, Davies.
- Theistic counter challenges to the stated claim, a religious world view as having enduring worth and support, as being rooted in absolute truth.
- Reference to scientific advances as supporting belief in a Deity and the concept of purposeful and intelligent design.
- Religious language as revealing profound truths.
- Reference to the views of fideism, sacred texts as providing evidence for belief in a Deity.
- The weakness of the verification principle in enabling an alternative world view.
- Reference to the God arguments as providing a rational foundation for holding a religious world view.
- Clarification of the term 'religious world view'.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

- 2 (a) Compare and contrast the differences between resurrection and reincarnation.

AVAILABLE
MARKS

Answers may include:

- A clarification of the terms resurrection and reincarnation and an exploration of the comparisons and the differences between these concepts.
- Reference to the views of relevant scholars such as Aristotle, Plato, Descartes; possible reference to theological figures.
- An exploration as to how these concepts are viewed by faith traditions such as Christianity, Islam and/or Hinduism.
- An exploration of Buddhism's concept of rebirth.
- A discussion of the centrality of the resurrection of Jesus within Christianity.
- Reference to relevant analogies such as Plato's Cave analogy, Hick's John Smith analogy or Plato's/Nagasena's chariot analogy.
- Reference to the views of dualism and the concept of an immortal soul.
- Reference to the distinction between bodily and/or spiritual resurrection.
- Reference to differences in reincarnation and/or resurrection as described in sacred texts.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) "Consciousness, including thoughts and feelings, is identical with brain processes."

Critically evaluate this claim in relation to life after death.

Answers may include:

- Materialism's support for this statement, the indivisible unity of mind, consciousness and body; the concept of epiphenomenalism.
- Hard materialism's rejection of any form of post mortem existence.
- Reference to the identity thesis and/or an exploration as to what constitutes human identity.
- An exploration of the philosophical problems involved in post mortem continuity.
- Reference to the views of scholars such as Ryle, Flew, Williams, Descartes, Aristotle.
- Belief in a separate consciousness as being a linguistic error, the 'ghost in the machine' (Ryle).
- Clarification as to what constitutes 'life after death'.
- An exploration of the problem of continuity of body and mind beyond death.
- Reference to the views of hard and soft materialism.
- Theistic counter challenges to the stated claim – dualism as asserting the distinction between body and consciousness, mind and identity.
- Reference to the views of neuroscientists concerning the existence of the soul.
- Reference to 'proofs' for post mortem existence such as near death experiences and spiritualism.
- Reference to the verification principle.
- Reference to re-creation theories such as Hick's Replica Body theory.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

3 (a) Examine how Plato's Euthyphro dilemma challenges Divine Command theory.

AVAILABLE
MARKS

Answers may include:

- Specific reference to the dilemma as recorded in Plato's Euthyphro dialogue.
- An exploration of the dilemma: do the gods love good action because it is good, or is good action good because it is loved by the gods?
- How the Euthyphro dilemma challenges Divine morality and Divine Command theory in particular.
- Reference to the dilemma of abhorrent and/or arbitrary commands.
- Reference to the independence problem – is moral good existent without God?
- Reference to the views of relevant scholars such as Immanuel Kant, John Arthur, William Alston.
- An exploration of the emptiness problem – are moral claims concerning God mere empty tautologies?
- Reference to Lane Craig's "grounding problem" (also supported by Lennox).
- Clarification of the term Divine Command theory.
- An exploration as to how 'good' is to be defined.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) "Morality only survives because of belief in God."
With reference to this claim, critically evaluate the suggestion that morality still requires moral absolutes.

Answers may include:

- Theistic support for the stated claim, asserting the need for moral absolutism.
- An exploration of the benefits of moral absolutism, absolutes promoting universal and clearly defined rules and commands.
- Reference to selected moral theories such as Utilitarianism, Natural Moral Law theory and/or Divine Command theory.
- An exploration of the distinction between absolute and relative morality.
- An exploration of the dangers of moral relativism, as open to interpretation and manipulation.
- The moral absolute of one epoch or generation is severely frowned upon by another, e.g. slavery, thus no moral guarantees of moral absolutes.
- The primacy of moral absolutes rooted in a Divine Creative plan.
- Counter challenges to the stated claim – absolutist morality as inflexible and judgemental.
- Absolutist morality as promoting division and sectarian hatred.
- Reference to conflict between moral codes as held by different faith traditions.
- An exploration of the strengths of relativist moralities such as Existentialist and/or Humanist moral codes.
- Utilitarianism and Humanist ethics as being predicated on non-belief.
- Reference to specific areas of conflict between moral absolutists and moral relativists.
- Reference to the arbitrary nature of religiously approved morality in the past, e.g. slavery, torture, capital punishment.
- Reference to the views of selected scholars such as Rachels, Freud, Jung, Hitchens, Atkins, Lane Craig.
- Reference to specific examples of religious extremism and sectarian hatred.
- The rejection of Divine morality in an increasingly atheistic age.
- The moral life as only making sense if there is an eternal dimension.

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, Freedom and Atheism

You **must** answer this question

- 4 (a) “In an age without God, Humanist principles are essential for humanity.”
Present a case for this statement.
You must support your answer with reference to at least **one** other unit of study.

Answers may include:

- An exploration of the benefits of Humanist principles for humanity such as the desire to protect the environment and share its resources.
- A discussion of the value of shared Humanist principles and the importance of working towards the common good.
- Identification of a number of Humanist principles shared with and supported by a range of faith traditions and cultures.
- Reference to a number of principles as recorded within the Humanist Manifestos and their strengths.
- The centrality of Humanist principles in a post-modernist society.
- An exploration of the role of science and scientific enquiry as a tool to benefit humanity.
- The importance of shared moral principles shaped by humanity and of moral responsibility towards fellow human beings.
- Reference to named Humanist and theistic scholars, e.g. Huxley, Blackham, Dawkins, Vonnegut.
- Reference to named Humanist groups such as the British, American and/or Irish Humanist Associations.
- The value of agreed principles, designed by humanity and not dependent on belief in any Deity or supernatural Being.

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) Critically assess the claim that the influence of religion on humanity has always been positive.

You must refer to others aspects of human experience in your answer.

Answers may include:

- Support for the stated claim by theism, the influence of religion as having a significant and positive role to benefit humanity.
- An exploration of specific examples whereby religion has acted as a positive force.
- Reference to the benefits of religious belief for the individual and society as a whole.
- Selected historical and/or contemporary examples of religion as benefiting humanity.
- Examples of religious leaders who have spoken out against injustice and intolerance.
- Reference to the positive messages contained within sacred texts asserting the value and equality of all humanity.
- Religion as offering eschatological hope for humanity.
- Scientific research concerning the impact of religion on humanity, such as medical and altruistic benefits.
- Reference to the views of Liberation Theology, Christ as bringing salvation for the poor and oppressed.
- Reference to the views of selected psychologists with regard to religion’s influence upon humanity.
- Counter challenges to the stated claim by atheistic scholars and schools of thought, religion as an unfailingly negative force.
- Religion as leading to division, warfare and sectarianism.
- Reference to scandals connected to religion, e.g. Tuam baby home; Realignment therapy; Taliban.
- Marx’s rejection of religion, religion as world evading, perpetuating humanity’s oppression and alienation.
- Faith as an intellectual ‘cop out’ from real dilemmas of this life.
- An exploration of the claim that religion’s focus on an eschatological future means that life here and now is not lived to the full.
- Religion as offering an illusory future rather than engagement with the problems of reality.
- Possible differentiation between the influence of religion as opposed to faith (nominal as opposed to personal).

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**