



ADVANCED
General Certificate of Education
2023

Religious Studies

Assessment Unit A2 8

assessing

Themes in the Philosophy of Religion

[ARE81]

MONDAY 26 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.

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) Outline the main features of Creationism.

Answers may include:

- An outlining of the main features of Creationism.
- Reference to Creationism's support for, and interpretation of the Genesis Creation Narratives.
- An exploration of the role of God as Creator and Sustainer of the Universe.
- A discussion of the teaching of key Creationists such as Behe, Dembeski, Ussher, Wilberforce.
- Reference to branches within Creationism such as Young Earth and/or Old Earth Creationism.
- Creationism's interpretation of scripture notably the Genesis Narratives as holding Divine Truth.
- Creationism's views concerning the origins and dating of Creation.
- Reference to the nature and role of humanity within creation.
- A definition of the term Creationism.
- Reference to relevant scriptural teaching from the book of Genesis or book of Psalms.
- A discussion of the origins of Creationism.
- Reference to Creationism's rejection of any scientific theory that seems to contradict Biblical teaching on creation such as the Big Bang theory or theory of evolution.
- Reference to the teachings of Creationism within UK and/or American schools.

Accept valid alternatives

Mark in levels

(AO1)

[20]

- (b) “The scientific world view offers the only vision of truth.”
Critically assess this claim.

AVAILABLE
MARKS

Answers may include:

- Support for the stated claim from atheistic scientists asserting that the scientific world view offers the sole vision of truth.
- Reference to the growth of science and technology and humanity’s increased reliance upon scientific truths, discovery and initiatives.
- Specific examples of the dominance of science in the world of knowledge.
- Reference to the growth of secularisation and increasing dependence upon science to provide answers to humanity’s questions and needs.
- An exploration of the benefits in asserting a scientific world view, the development of new medical advances unfettered by religious beliefs and teachings.
- Atheistic science’s rejection of a religious world view and religious truths.
- A rejection of religious truths as non-empirical and/or non-verifiable and thus, meaningless.
- Examples of where religious leaders/teachings have held back scientific discovery.
- Clarification of the terms scientific world view and/or truth.
- An exploration of the views of selected schools of thought such as Empiricism, Logical Positivism, Neo Darwinism and/or Humanism.
- A discussion as to whether a scientific world view clashes with or compliments a religious world view.
- Counterclaims to this statement by theism, an exploration of the centrality and primacy of a religious world view.
- Reference to the views of relevant scholars such as Dawkins, Hitchens, Swinburne and Teilhard de Chardin.
- Reference to the views of Fideists, Accommodationists, Creationists and supporters of Intelligent Design.
- Reference to the need to ground science in ethical theory.
- An exploration of the benefits in holding a religious world view, religion as offering profound truths.
- The view that modern science is not about certainty (held by some theoretical physicists), that science is about reliability rather than certainty.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Clarify what dualism teaches about the immortality of the soul.

AVAILABLE
MARKS

Answers may include:

- A clarification of dualist teaching concerning the immortality of the soul.
- Reference to the teachings of relevant dualists such as Aquinas, Plato, Descartes, St Paul.
- An exploration of the distinction between the body and soul/anima/mind.
- Reference to scriptural teaching concerning the soul and its properties.
- An exploration of analogies such as the Charioteer, the Cave.
- An exploration of the teaching of substance dualism.
- Reference to the teachings of faith traditions concerning final judgement and life after death.
- A discussion as to what constitutes the soul, such as Plato's tripartite soul.
- An exploration of the concepts of resurrection and reincarnation with particular reference to the immortality of the soul.
- Reference to the perceived source(s) of the soul.
- A clarification of the terms dualism and soul.

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) “The concepts of immortality and resurrection both suffer from major philosophical difficulties.”

How far do you agree with this statement?

Answers may include:

- Support for the stated claim by those materialists who reject the possibility of any form of immortality.
- An identification and exploration of philosophical problems concerning the concepts of immortality and resurrection.
- Reference to linguistic problems with the term ‘life after death’.
- An exploration of problems concerning identity and continuity post mortem and the insurmountable nature or otherwise of such problems.
- Reference to the distinction between bodily and spiritual resurrection and the problems associated with each.
- A discussion of the views of psychology concerning humanity’s desire for immortality.
- Reference to relevant analogies such as the Ghost in the Machine and the Cricket Match.
- Reference to the teachings of relevant scholars such as Ryles, Flew, Hick and Freud.
- A discussion as to what constitutes immortality.
- Counterchallenges to the stated claim, theistic support for life after death.
- Reference to evidence drawn from psychical research: near death experiences, spiritualism, remembered lives.
- Emotional benefit of such concepts as bringing hope and comfort.
- A discussion of scriptural teaching concerning immortality and how such teaching should be interpreted.
- Reference to the central importance of the resurrection within Christian theology.
- A discussion as to whether the concept of life after death is verifiable.
- Reference to ‘proofs’ for life after death as overcoming cited problems.
- An exploration of Hick’s Replica theory as offering theoretical support for immortality and resurrection.
- Reference to the views of schools of thought such as Empiricism, Monism, Dualism and Materialism.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

AVAILABLE
MARKS

3 (a) Outline Kant's view of the Categorical Imperative.

AVAILABLE
MARKS

Answers may include:

- An outlining of Kant's teachings on the Categorical Imperative.
- An exploration of Kant's teachings concerning objective moral law, subjective good will and postulates of morality.
- A discussion of Kant's concept of the 'summum bonum', the highest good.
- Reference to Kant's writings on morality and moral duty including 'Critique of Practical Reason'.
- An exploration of Kant's views concerning the priority of motivation when judging moral choices.
- An exploration of Kant's demand that all law can be universalised.
- Reference to Kant's support for transcendental freedom.
- An exploration of Kant's emphasis on morality as reliant on pure practical reason.
- A discussion as to whether Kant's teachings require the existence of a deity.
- Clarification of the terms moral duty and Categorical Imperative.
- A classification of Kant's moral theory as deontological.
- Reference to the distinction between hypothetical and categorical imperatives, between perfect and imperfect duties and between autonomy and heteronomy.
- Possible reference to other complimentary views, e.g. Aquinas' Fourth Way, Newman's 'Illative Sense'.

Accept valid alternatives

Mark in levels
(AO1)

[20]

(b) Critically evaluate the claim that morality is pointless without belief in God.

Answers may include:

- Theistic support for the claim, morality as rooted within the Divine and thus, pointless without a deity.
- Theistic support for moral absolutes and necessity of a Divine law-giver.
- Reference to Aquinas’ moral argument and/or Divine Command theory.
- Support for this claim by a variety of faith traditions, the priority of moral commands as recorded within sacred texts.
- An exploration of the pointless nature of a subjective, relativist and culturally conditioned morality.
- Reference to theism’s rejection of moral relativism and support for moral absolutism.
- Specific examples of the flawed nature of human and/or Divinely ordained morality.
- Counterchallenges to the stated claim, atheism’s rejection of any form of Divine lawgiver.
- An exploration of the origins of morality as culturally formed, the product of human decision making and/or evolution.
- An exploration of the role of morality as a means of societal control.
- Reference to Dawkins views on morality as recorded in The Selfish Gene, morality as the by-product of evolutionary forces.
- An evaluation of Freud’s teaching concerning the origins of the conscience as a product of the unconscious mind.
- An exploration of relativist morality as being superior to absolutist morality, the benefits of a situationalist approach to moral decision making.
- Reference to the views of relevant thinkers such as Dawkins, Vardy, Rachels, Newman, Kant.
- Peter Singer’s view that morality cannot be whimsical, there has to be an ethical basis as in utilitarianism.
- The humanist view that it is possible to be morally independent of religion.
- Dostoevsky’s view that “If God does not exist, everything is permissible”.
- Reference to the views of schools of thought such as Humanism, Existentialism and Marxism concerning the origins of morality.

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

Section A

100

**AVAILABLE
MARKS**

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) Present a case for the view that religion is an alienating force in society. You must support your answer with reference to at least one other unit of study.

Answers may include:

- Consideration of the statement that religion is an alienating force.
- An exploration of the views of relevant scholars such as Feuerbach, Marx, Atkins and Hitchens.
- An exploration of the ways in which religion alienates humanity from self, others, labour and environment.
- Reference to the roots of the statement in the works of Marx and/or Feuerbach.
- A discussion of Marx's critique of religion and his priority to abolish religion.
- An exploration of Feuerbach's view of religion as an illusion and God as the projection of human desires.
- An exploration of the damage caused by religion, religion as a reactionary rather than revolutionary force.
- An exploration of the view that religion creates false hope and engenders passivity in the face of exploitation.
- Reference to the views of Nietzsche – religion as engendering a slave morality.
- A discussion of the link between religion and ruling elites, religion as a tool of the oppressor.
- An exploration of the content of sacred texts as encouraging separation and alienation.
- An exploration of the call to abolish religion by historical and/or contemporary scholars.
- An exploration of the oppressive nature of religion.
- Reference to the views of atheistic Humanism, religion as leading to sectarianism and the separation of humanity.
- Reference to specific examples where religion has led to alienation and separation.
- Reference to the views of Liberation Theology – religion as a liberating force.
- An exploration of the views of secularists calling for the abolition of religion.
- Clarification of the term alienation.

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) “Humanism, unlike religion, has failed in its attempt to provide human fulfilment.” Critically assess this claim.
You must refer to other aspects of human experience in your answer.

Answers may include:

- Candidates must refer to other aspects of human experience.
- Support for the stated claim by theism, religion alone as offering human fulfilment.
- An exploration of the limitations of Humanism in enabling human fulfilment.
- An exploration of the benefits of religion for humanity, religion as providing ultimate salvation and liberation.
- Reference to relevant sacred texts exploring the role of an omnibenevolent and omnipotent deity providing humanity with a unique purpose and plan.
- A discussion of theistic teachings concerning eschatology, religion as offering eschatological hope.
- Reference to the limitations of any atheistic philosophy in the quest for human fulfilment.
- Reference to the views of psychology concerning the impact of religion on the human psyche.
- Reference to the Christian concept of fallen humanity in need of salvation.
- A clarification of the term fulfilment and whether such fulfilment is offered/achieved in the temporal or supernatural realm.
- An exploration of the societal and cultural roots of religion, religion as meeting deep human needs.
- Counterchallenges to the stated claim, religion as offering illusory hope.
- Reference to the negative impact of religion on the individual, engendering fear and guilt.
- An exploration of the view that religion is merely a form of wish fulfilment.
- Reference to the increasingly secular nature of society, humans finding fulfilment without reliance on any form of a deity or faith.
- The increasing call to achieve fulfilment in the here and now, the call to human empowerment and the betterment of all.
- Reference to the increasing secular nature of society as impacting on human definitions of fulfillment.
- The growing appeal of humanist ceremonies for life events such as marriages and funerals.
- The growing critique of world faiths within modern media.
- Reference to specific examples whereby religion has led to evil and suffering.

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**