



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2012**

Religious Studies
Assessment Unit AS 7

assessing

An Introduction to
Philosophy of Religion

[AR171]

WEDNESDAY 25 JANUARY, AFTERNOON

**MARK
SCHEME**

Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

(AO1) Knowledge and Understanding

Band 5 ([29]–[35])

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([22]–[28])

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([15]–[21])

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([8]–[14])

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[7])

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

(AO2) Critical Line of Argument

Band 5 ([13]–[15])

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

Band 4 ([10]–[12])

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

Band 3 ([7]–[9])

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

Band 2 ([4]–[6])

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

Band 1 ([0]–[3])

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

Quality of Written Communication

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

Part 2: Contextual Reference Points

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

Section A

AVAILABLE
MARKS

Answer **one** question

- 1 (a) An account of the contribution of Anselm to the argument for the existence of God may include, e.g.:
- classification of the ontological argument
 - an exploration of the origins of the Ontological argument
 - reference to key writings of Anselm – Proslogion
 - an exploration of the nature and key features of Anselm’s argument for the existence of God
 - an exploration of the two strands of the ontological argument
 - Anselm’s response to Gaunilo’s challenge
 - a critique of Anselm’s work
 - an exploration of the strengths of Anselm’s Ontological argument
 - possible reference to the development of Anselm’s arguments by subsequent scholars, e.g. Descartes, Malcolm, Plantinga. [35]
- (b) An exploration of the view that the arguments for the existence of God fail to convince the sceptic, may include, e.g.:
- the increasingly secular and cynical nature of society
 - a critique of one or more classical proofs for the existence of God
 - scholarly contribution to the debate, e.g. Hume, Kant, Russell
 - scientific and technological challenges to the existence and power of God
 - the problems of verifying God’s existence
 - challenges to the God of classical theism, for example, the question of evil and rejection of Divine creation
 - continued support for the classical proofs for God’s existence
 - continued belief in the existence of the Divine
 - recognition that “proofs” or arguments may be insufficient in producing faith
 - the challenge of science, e.g. Dawkins, Atkins. [15]

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- 2 (a) An explanation of the main features and significance of miracles for the theist may include, e.g.:
- a definition of the term miracle
 - an exploration of the main features of miracles for theism
 - the miraculous as evidence of Divine intervention, omnibenevolence and omnipotence
 - the centrality of a faith premise for belief in miracles
 - the miraculous as offering “proof” of God’s existence
 - an exploration of the role of miracle within various belief systems
 - an exploration of the record of the miraculous within sacred writings and texts
 - reference to the views of theologians, e.g. Aquinas, Swinburne, Vardy. [35]
- (b) An exploration of the claim that there are strong arguments for rejecting belief in the miraculous may include, e.g.:
- reference to atheism’s rejection of the Divine and miraculous
 - the rejection of miracles as the result of delusion, coincidence, or flawed science
 - scientific challenges to the occurrence of miracles
 - reference to difficulties in defining a miracle
 - specific examples of miracles challenged, e.g. healings as being psychosomatic, exorcism as undiagnosed epilepsy
 - an exploration of the existence and nature of the Laws of Nature
 - reference to the continued occurrence of miracles and their significance for believers
 - reference to the importance of faith. [15]

Section A

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Section B

AVAILABLE
MARKS

Answer **one** question

- 3 (a)** An explanation of the difficulties which the problem of evil poses for the religious believer may include, e.g.:
- the difficulty in justifying the God of classical theism in the light of the existence of evil
 - reference to Epicurius' Inconsistent Triad
 - distinction between types of evil-natural and moral
 - scholarly reference to the nature and purpose of evil
 - reference to various attempts to reconcile the existence of God and the existence of evil
 - an exploration of the nature of human free will
 - reference to one or more theodices – monism, Process Theodicy, the Irenaean and Augustinian theodices
 - reference to scholarly writings and sacred texts, the Genesis Narratives. [35]
- (b)** Commentary on the claim that suffering is both necessary and good for humanity with reference to other aspects of human experience may include, e.g.:
- a reflection on the nature and purpose of suffering
 - suffering as providing humanity with the opportunity to develop spiritually and demonstrate right moral behaviour
 - a rejection of suffering as profoundly evil and as having a debilitating effect on humanity
 - the problem of the scale of suffering and the issue of innocent suffering, e.g. Dostoyevsky
 - an exploration of specific examples of suffering, e.g. Haiti earthquake, modern warfare, conflict and the Holocaust
 - distinction between theistic and atheistic views on suffering as Divinely planned, the result of fallen humanity, as evolutionary fate
 - an open ended response citing relevant contemporary and/or historical examples. [15]

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- 4 (a) An account of the life and teaching of Martin Buber may include, e.g.:
- a brief biography of Martin Buber and its impact upon his views and writings, the influence of biblical and Hasidic tradition on his writings
 - an exploration of Buber’s religious experiences and the nature of Buber’s experience of the Divine as found within the Created world
 - an exploration of distinction between the I-It and the I-Thou relationships
 - reference to selected writings of Buber – I and Thou, The Hasidic Message, Tales of the Hasidim
 - an exploration of Buber’s critique of Christianity
 - an exploration of Buber’s contribution to mysticism. [35]

- (b) Commentary on the view that it is difficult to accept religious experience as being of value, with reference to other aspects of human experience, may include, e.g.:
- an exploration of theism’s position that religious belief and experience is necessary in a free and pluralist society
 - reference to core human rights such as freedom of religious belief, the right to freedom of speech
 - reference to the validity of religious doubt, temptation and questioning
 - the benefits of religious experience for an individual and/or community
 - religious experiences as promoting valued messages and morality
 - the fundamental problem of religious experience as being subjective
 - atheism’s rejection of all such experiences as illusion, delusion, fraud
 - Humanism’s case that humankind should worship humanity rather than the Divine
 - an exploration of the faith claims of various religious traditions
 - an open ended response citing relevant contemporary and/or historical examples. [15]

Section B

Total

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