



**General Certificate of Education
January 2011**

Religious Studies

RSS03

Philosophy of Religion

AS Unit C

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

Level	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks	AS Descriptors for Quality of Written Communication in AO1 and AO2
7	A thorough treatment of the topic within the time available. Information is accurate and relevant, and good understanding is demonstrated through use of appropriate evidence / examples	28-30	A well-focused, reasoned response to the issues raised. Different views are clearly explained with supporting evidence and argument. There is some critical analysis. An appropriate evaluation is supported by reasoned argument.	14-15	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility; high level of accuracy in spelling punctuation and grammar.
6	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / example(s)	24-27	A mostly relevant, reasoned response to the issues raised. Different views are explained with some supporting evidence and argument. There is some analysis. An evaluation is made which is consistent with some of the reasoning.	12-13	
5	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, with some development, showing reasonable understanding through use of relevant evidence / example(s).	20-23	A partially successful attempt to sustain a reasoned argument. Some attempt at analysis or comment and recognition of more than one point of view. Ideas adequately explained.	10-11	Mainly appropriate form and style of writing; some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar.
4	A generally satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing some understanding and coherence.	15-19	A limited attempt to sustain an argument, which may be one-sided or show little ability to see more than one point of view. Most ideas are explained.	7-9	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	5-6	
2	A superficial outline account, with little relevant material and slight signs of partial understanding, or an informed answer that misses the point of the question.	5-9	A superficial response to the question with some attempt at reasoning.	3-4	Little clarity and organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.
1	Isolated elements of partly accurate information little related to the question.	1-4	A few basic points, with no supporting argument or justification.	1-2	
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0	

RSS03: *Philosophy of Religion*

Question 1

- 01 Explain how Aquinas' cosmological argument attempts to prove that God exists.**

Unmoved mover (unchanged changer/prime mover). Aquinas focuses on the process by which an object acquires a new form. A potentiality to become something different. Idea of first mover which must contain all actuality and no potentiality – God.

Uncaused causer. Nothing can cause itself otherwise it would already have to exist in order to bring itself into existence. There must be a first cause – God.

Contingent beings require a necessary being – God.

Expect all Three Ways and idea that because Aquinas rejected infinite regression of movers/causes then there must be a first mover/cause.

For level 6-7 there needs to be an explanation as to why God is required and/or some discussion about "attempts to prove".

(30 marks) AO1

- 02 Assess the value of the cosmological argument for religious faith.**

Of value:

Intellectual support for belief in God. Reveals God as temporal first cause, sustainer of motion, causation and existence. God as necessary being.

Of limited /no value:

The argument is flawed. We can't draw conclusions that go beyond the evidence. It is inductive and therefore not a proof.

Religious faith is not based on intellectual arguments. Proof would leave no room for faith.

(15 marks) AO2

Question 2

- 03 'I have had a religious experience.'
Explain what this means for a religious believer.**

Candidates may focus on the various definitions of religious experience to explain what a religious experience is. Expect examples from a variety of types e.g. mystical/vision/conversion identifying key features/characteristics.

Some candidates may focus on the more subjective elements. For example those elements of a religious experience that may have an affect on them in terms of their religious life and religious understanding.

Level 7 possible with either approach.

(30 marks) AO1

04 'It is necessary to have a religious experience in order to understand fully what a religious experience is.' How far do you agree?

Agree:

Subjective nature. Can't be fully communicated. Personal. Ineffable. Expect some examples to illustrate.

Disagree:

Shared experiences. Objective features. Have natural explanations therefore can be repeated and can be understood.

For level 7 expect some discussion of "fully".

(15 marks) AO2

Question 3

05 Explain how psychology has understood religion, with particular reference to:

- the Oedipus complex**
- the theory of archetypes.**

Expect discussion of how Oedipus complex is major understanding of Freud's view of religion. Expect reference to the Oedipus complex as a universal sexual trauma. Candidates need to explain how this links to religion as universal and the concept of God.

Expect candidates to explain archetypes in terms of the psyche creating images, especially the God archetype. The images of God are fundamental to the quest for integration, according to Jung.

Maximum level 5 (23) if only one part answered.

For level 6-7 candidates must show how psychology has used these ideas to understand religion.

(30 marks) AO1

06 'Psychology has successfully explained "God" away.' Assess this claim.

Agree:

Role of mind in religious belief.

New understanding of "religion"

Religion meets psychological needs of people.

Disagree:

Expect critiques of Freud and Jung theories. E.g. challenge that religion is guilt based/attack on Oedipus complex/not all deities are male/theory of archetypes criticised.

Debate needs to be focussed around the focus -"explaining God away".

(15 marks) AO2

Question 4

07 Examine the differences between atheism and agnosticism.

Expect candidates to explain the various types of atheism in their examination of the differences with agnosticism. For example, negative and positive atheism. Agnosticism refers to belief that there is insufficient knowledge to prove or disprove God. Expect candidates to examine whether agnosticism is compatible with any form of atheism. Some candidates may contrast reasons for the adoption of either agnosticism or atheism.

Maximum level 5 (23) if differences are not clearly identified.

(30 marks)

AO1

08 'It is atheism rather than religion that is in retreat in the 21st century.'
Assess this claim.

Agree:

Growth of religions worldwide (sects and mainstream faiths)

Growth in spirituality and postmodern living faith emphasis without assenting to a particular set of beliefs. Lack of certainty in science.

Disagree:

Religion explained away – science/psychology/history

Religion seen as divisive and negative

Postmodern rejection of meta narratives.

(15 marks)

AO2