

**Advanced Subsidiary GCE  
GCE RELIGIOUS STUDIES**

Unit G571: AS Philosophy of Religion

**Specimen Paper**

Additional Materials: Answer Booklet (...pages)

**G571 QP**

Morning/Afternoon

Time: 1 hour 30 minutes



**INSTRUCTIONS TO CANDIDATES**

- Answer **two** questions.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part of question.
- The total number of marks for this paper is **70**.

**ADVICE TO CANDIDATES**

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **2** printed pages.

Answer **two** questions.

- 1 (a) Explain the Platonic concept of 'Forms'. [25]  
(b) To what extent is it true to say that the forms teach us nothing about the physical world? [10]
- 2 (a) How do the writers of the bible explain the concept of God as Creator? [25]  
(b) Assess the claim that God created humanity for a purpose. [10]
- 3 (a) Explain the Augustinian Theodicy. [25]  
(b) 'There is too much evil in the world to believe the argument in the theodicies.' Discuss. [10]
- 4 (a) Explain how Descartes developed Anselm's argument that God's existence is necessary. [25]  
(b) Evaluate the claim that God's existence is not a logical necessity. [10]

**Paper Total [70]**

The maximum mark for this paper is 70.

SPECIMEN

Band	Mark /25	AO1	Mark /10	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1-5	<p>almost completely ignores the question</p> <ul style="list-style-type: none"> <li>• little relevant material</li> <li>• some concepts inaccurate</li> <li>• shows little knowledge of technical terms</li> </ul> <p>Communication: often unclear or disorganised</p>	1-2	<p>very little argument or justification of viewpoint</p> <ul style="list-style-type: none"> <li>• little or no successful analysis</li> </ul> <p>Communication: often unclear or disorganised</p>
2	6-10	<p>focuses on the general topic rather than directly on the question</p> <ul style="list-style-type: none"> <li>• knowledge limited and partially accurate</li> <li>• limited understanding</li> <li>• selection often inappropriate</li> <li>• limited use of technical terms</li> </ul> <p>Communication: some clarity and organisation</p>	3-4	<p>an attempt to sustain an argument and justify a viewpoint</p> <ul style="list-style-type: none"> <li>• some analysis, but not successful</li> <li>• views asserted but not successfully justified</li> </ul> <p>Communication: some clarity and organisation</p>
3	11-15	<p>satisfactory attempt to address the question</p> <ul style="list-style-type: none"> <li>• some accurate knowledge</li> <li>• appropriate understanding</li> <li>• some successful selection of material</li> <li>• some accurate use of technical terms</li> </ul> <p>Communication: some clarity and organisation</p>	5-6	<p>the argument is sustained and justified</p> <ul style="list-style-type: none"> <li>• some successful analysis which may be implicit</li> </ul> <p>Communication: some clarity and organisation</p>
4	16-20	<p>a good attempt to address the question</p> <ul style="list-style-type: none"> <li>• accurate knowledge</li> <li>• good understanding</li> <li>• good selection of material</li> <li>• technical terms mostly accurate</li> </ul> <p>Communication: generally clear and organised</p>	7-8	<p>a good attempt at using evidence to sustain an argument</p> <ul style="list-style-type: none"> <li>• some successful and clear analysis</li> <li>• might put more than one point of view</li> </ul> <p>Communication: generally clear and organised</p>
5	21-25	<p>an excellent attempt to address the question showing understanding and engagement with the material</p> <ul style="list-style-type: none"> <li>• very high level of ability to select and deploy relevant information</li> <li>• accurate use of technical terms</li> </ul> <p>Communication: answer is well constructed and organised</p>	9-10	<p>an excellent attempt which uses a range of evidence to sustain an argument</p> <ul style="list-style-type: none"> <li>• comprehends the demands of the question</li> <li>• shows understanding and critical analysis of different viewpoints</li> </ul> <p>Communication: answer is well constructed and organised</p>

Question Number	Answer	Max Mark
<p><b>1(a)</b></p>	<p><b>Explain the Platonic concept of 'Forms'.</b></p> <p>In order to explain where these platonic ideas originate some candidates may begin by explaining the ideas in Greek philosophy that all matter in the world is in a continual state of change.</p> <p>Candidates may then go on to explain how in the Analogy of the Cave Plato says that human beings live and only understand a realm of shadows.</p> <p>Better responses will need to move beyond the Analogy of the Cave however. This could then lead them to an explanation of the perfect world of the Forms which Plato describes as unchanging. They may, for example, explain Plato's view that qualities such as truth, beauty and justice have a universal existence, a reality of their own.</p> <p>Good responses may explain that for Plato we only recognise concepts; like justice in this shadow world because we have an innate knowledge of their true forms.</p>	<p>[25]</p>
<p><b>1(b)</b></p>	<p><b>To what extent is it true to say that the forms teach us nothing about the physical world?</b></p> <p>Candidates are likely to show awareness of the common criticisms of Plato's theory of Forms, such as those of Aristotle who argued that what we see and experience is material whilst universals are only abstract projections of this.</p> <p>They may argue that whilst it is possible that Plato's theory is correct there is no empirical evidence to support it.</p> <p>Further argument may consider that although the Form of the Good has been a great influence on Christian Theology, it is difficult to see how the theory of Forms helps people to live or explain the world around them.</p>	<p>[10]</p>
<p><b>2(a)</b></p>	<p><b>How do the writers of the bible explain the concept of God as Creator?</b></p> <p>Candidates should show knowledge of the way the Bible presents God as involved with his creation. God creates by his word; as He speaks the universe comes to be and all that comes to be is good.</p> <p>Good responses will need to be able to exemplify these points. The focus of the stories tends to be on the creation of mankind rather than the universe as a whole. The second account deals with what may be considered flaws in God's creation. Candidates may be able to give an account of the discussion around the issue of 'creation ex nihilo'.</p>	<p>[25]</p>

Question Number	Answer	Max Mark
<p><b>2(a)</b> <b>cont'd</b></p> <p><b>2(b)</b></p>	<p>Some candidates may recognise that such a view is not explicit in Genesis and point to it as a much later Christian interpretation of this passage.</p> <p>Others may explain the passages from a more philosophical standpoint exploring the idea of a craftsman of the universe who is omnipotent, omniscient and omnipresent.</p> <p><b>Assess the claim that God created humanity for a purpose.</b></p> <p>Candidates are free to approach this issue from a number of angles and answers are likely to build on the knowledge demonstrated in part a).</p> <p>Candidates may for example discuss scholar's views that for biblical writers mankind is seen as the pinnacle of God's creation.</p> <p>Good responses may consider the meaning of 'purpose', alternatively they may compare the texts from part (a) with some ideas on 'purpose' that they have studied in the Greek philosophy from this module.</p>	<p>[10]</p>
<p><b>3(a)</b></p> <p><b>3(b)</b></p>	<p><b>Explain the Augustinian Theodicy.</b></p> <p>Candidates may begin this answer by outlining the problem of evil, good responses will need to move beyond this however.</p> <p>They may then go on to explain that Augustine tries to reconcile the problem of evil with the biblical stories of creation and fall.</p> <p>Candidates may explain the way in which Augustine believed in the initial perfection of creation.</p> <p>They may then go on to outline Augustine's explanation of moral evil in terms of the free will of angels and humans, and of natural evil in terms of the corruption of the earth through angelic free will and punishment by God for moral evil.</p> <p><b>'There is too much evil in the world to believe the argument in the theodicies.' Discuss.</b></p> <p>This question is asking candidates to focus on the question of whether or not any or all of the theodicies are adequate solutions to the existential problems caused by the existence of evil.</p> <p>Candidates who argue that the theodicies may account for evil, in a rational manner, may still be unable to account for the sheer quantity of evil, either now or historically.</p>	<p>[25]</p>

Question Number	Answer	Max Mark
3(b) contn'd	<p>Good candidates might be able to point to God's omniscience at creation, which means that God must have been aware that creation would have been corrupted, and that horrors of the intensity of the holocaust, for example, would happen frequently. Given omniscience, some may argue, with Dostoyevsky, that freedom and creation are not worth the price.</p>	[10]
4(a)	<p><b>Explain how Descartes developed Anselm's argument that God's existence is necessary.</b></p> <p>Candidates may explain that both strands of Anselm's argument are visible in Descartes: namely the argument that God is the completely perfect being (and so cannot not exist). This leads to the belief that God's existence is necessary.</p> <p>Candidates may also approach the question from the point of view that the predicates of objects such as triangles cannot be separated from those objects and the concept of God cannot be separated from the predicate of (perfect) existence.</p> <p>Candidates who only use Anselm's version of the argument will score a lower band level of response since they are unlikely to have responded directly to the above question.</p> <p>Good responses must be able to explain how Descartes argument develops Anselms' argument.</p>	[25]
4(b)	<p><b>Evaluate the claim that God's existence is not a logical necessity.</b></p> <p>Candidates may begin their answers to this question by building on the descriptions they have outlined in the first part of their answer.</p> <p>Some candidates may respond by saying that there is no sense in which logical necessities exist. Others may approach through alternative examples such as 'a number greater than a million exists'.</p> <p>Good candidates may draw a distinction between logical and factual necessity arguing that one makes more sense than the other.</p>	[10]
<b>Paper Total</b>		<b>[70]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
<b>1(a)</b>	25		<b>25</b>
<b>1(b)</b>		10	<b>10</b>
<b>2(a)</b>	25		<b>25</b>
<b>2(b)</b>		10	<b>10</b>
<b>3(a)</b>	25		<b>25</b>
<b>3(b)</b>		10	<b>10</b>
<b>4(a)</b>	25		<b>25</b>
<b>4(b)</b>		10	<b>10</b>
<b>Totals</b>	<b>50</b>	<b>20</b>	<b>70</b>

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