



GCE MARKING SCHEME

SUMMER 2016

**A2 RELIGIOUS STUDIES
RS3 PHIL
STUDIES IN PHILOSOPHY OF RELIGION
1348/03**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

A2 RELIGIOUS STUDIES

MARKING INSTRUCTIONS

ASSESSMENT

1. Each question is to be marked according to the stated level descriptors. In such marking, it is essential that the whole response to a part-question is read and then allocated to the level it best fits. Examiners may wish to underline significant features or make a brief comment to justify the level allocated.
2. Where a band of marks is allocated to a level, discrimination will be made with reference to the development of the response.
3. Quality of written communication is assessed as an integral part of the level descriptors; no additional weighting should be given to this factor when determining the level of response of a candidate's piece of work.
4. Aim to use the full mark range. Do not hesitate to award maximum marks to responses which meet the criteria of the relevant level descriptor. Equally, responses which are completely irrelevant should be awarded no marks.

It is a feature of levels of response marking that examiners are prepared to reward fully responses which are valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary **occasionally** and where this occurs examiners must indicate by a brief written explanation why their assessment does not conform to the levels of response descriptors laid down in the mark scheme.

5. Apply the principle of salvage between the two parts of a question so that due credit is given for relevant knowledge, understanding and evaluation, even if the material is misplaced.

METHODS OF MARKING

8. The assessed level of response to each part of each question should be indicated in the left-hand margin (L1, L2 etc), leaving the right-hand margin for the numerical award.
9. No half marks or bonus marks are to be awarded under any circumstances.
10. A ringed total, indicating the total marks gained in responses to all parts of a question, should be shown at the end of each complete answer.

11. Any written comments on scripts should be factual, using only the terminology found in the level descriptors. No reference should be made to the possible grade achieved and no derogatory comments should be made.
12. Every page containing a candidate's writing should have an appropriate mark in red to indicate that it has been read and assessed.
13. It is permitted for Welsh candidates to write specialist terms, key concepts and scholarly quotations in English.
14. The key to fair marking is consistency. Do not change your marking pattern once scripts have been despatched to the WJEC.

SAMPLE SCRIPTS

15. Send ten scripts to the Principal Examiner (with **a stamped self-addressed envelope** for their return to you) by first-class letter post within 60 hours of the standardisation meeting of examiners. All **three** parts of the Initial Sample record sheet should be sent to the Principal Examiner with the scripts. **Keep a record of your original marks.**
16. Write a large **S** on the front cover of each of the ten scripts you send **and** check the 'S' box on the electronic marking form by the mark awarded to each of these scripts (regardless of whether or not the mark was changed by the Principal Examiner).
17. Do not send any marked scripts to the WJEC until the Principal Examiner contacts you by phone, letter or e-mail.

EXAMINER'S REPORT

18. A written question-by-question report on the performance of candidates, as evidenced in the scripts you have marked, should be sent to the Principal Examiner **within five days** of the stated date for completion of marking. Your report is most helpful if it contains comments on frequent misunderstandings, weaknesses, common errors and questions which caused difficulties, as well as positive qualities, good practice and encouraging features. A comment that a particular question as answered well or badly is of no value unless accompanied by some specific explanation.

Level	Unit 3 A2 AO1 Descriptor	Marks for Unit 3
7	Either in breadth or in depth, a focused, highly accurate and relevant treatment of the topic, showing thorough knowledge and mature understanding, including, where appropriate, diversity of views and/or scholarly opinion. Effective use is made of well-chosen evidence and examples where appropriate. Knowledge and understanding of connections between elements of the course of study is demonstrated convincingly. Form and style of writing are highly suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation	30-28
6	Either in breadth or in depth, a fairly full answer including key facts and ideas, presented with accuracy and relevance, along with evidence of clear understanding. Where appropriate, some awareness of diversity of views and/or scholarly opinion is demonstrated. Apt use is made of evidence and examples where appropriate. Knowledge and understanding of connections between elements of the course of study is demonstrated satisfactorily. Form and style of writing are suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation	27-25
5	Addresses the question; mainly accurate and largely relevant knowledge; demonstrates understanding of main ideas. Limited awareness of diversity of views and/or scholarly opinion is demonstrated. Some use is made of appropriate evidence or examples. Some knowledge and understanding of connections between elements of the course of study is evident. Form and style of writing are suitable. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	24-20
4	A partially adequate treatment of the topic; mainly accurate and largely relevant knowledge; basic or patchy understanding; little use made of relevant evidence and examples. Little, if any, knowledge and understanding of connections between elements of the course of study shown. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	19-15
3	Outline answer. Knowledge limited to basics, or low level of accuracy and or/relevance. Limited understanding. Evidence and examples lacking or barely relevant. May be disorganised. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are adequate	14-10
2	A bare outline with elements of relevant accurate information showing a glimmer of understanding, or an informed answer missing the point of the question. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate.	9-5
1	Isolated elements of approximately accurate information loosely related to the question. Little coherence and little correct use of specialist vocabulary. Legibility and accuracy in spelling, grammar and punctuation are such that meaning is unclear.	4-1
0	No accurate, relevant knowledge or understanding demonstrated.	0

Level	Unit 3 A2 AO2 Descriptor	Marks for Unit 3
7	A focused, comprehensive and mature response to issue(s). Different views, including where appropriate those of scholars or schools of thought, are analysed and evaluated perceptively. The argument is strongly supported by reasoning and/or evidence, with an appropriate conclusion being drawn. There may be evidence of independent thought. Relationships to the broader context and to human experience are convincingly demonstrated. Form and style of writing are highly suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Good legibility and high level of accuracy in spelling, grammar and punctuation	20-19
6	A focused and thorough response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are analysed and evaluated. The argument is largely supported by reasoning and/or evidence, with an appropriate conclusion being drawn. Relationships to the broader context and to human experience are adequately demonstrated. Form and style of writing are suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation	18-17
5	Addresses the issue(s) raised. Different views are considered, with some appropriate analysis or comment. The argument is supported by reasoning and/or evidence. Relationships to the broader context and to human experience are attempted with partial success. Form and style of writing are suitable. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	16-14
4	The main point of the issue(s) is understood. An argument is presented, partially supported by reasoning and/or evidence. More than one view is mentioned (though not necessarily in a balanced way), with limited analysis or comment. There is little awareness of the broader context and of relationships to human experience. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	13-10
3	Issue(s) only partly understood and appreciated. Some limited attempt made at analysis or comment. Reasoning is simplistic and basic. Evidence is minimal. May be disorganised. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are adequate	9-7
2	Some attempt made to address the question in a very simple way, with little understanding, no analysis, little reasoning, and little coherence of thought. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate	6-4
1	Some isolated points relevant to the question. Little coherence and little correct use of specialist vocabulary. Legibility and accuracy in spelling, grammar and punctuation are such that meaning is unclear.	3-1
0	No valid relevant reasoning.	0

GCE RELIGIOUS STUDIES (A2)

SUMMER 2016 MARK SCHEME

RS 3 PHIL STUDIES IN PHILOSOPHY OF RELIGION

Q.1 (a) Examine two theories about what faith is. [AO1 30]

Candidates are likely to include some or all of the following but credit other relevant points:

- Pascal - faith as a wager
- James - the will to believe
- Tennant - the faith venture
- Tillich - faith as ultimate concern
- Kierkegaard's leap of faith
- Mitchell - faith as trust and commitment
- Faith as - seeing as/experiencing as
- Voluntarist views may also be approached as one theory as a whole, allowing candidates to choose one other theory too.

Maximum Level 5 if only one theory referred to.

**(b) 'Faith contradicts reason.'
Assess this view. [AO2 20]**

Candidates are likely to include some or all of the following but credit other relevant points:

Agree

- Kierkegaard says that faith contradicts reason due to the certainty, cost and commitment required by faith. Reason leads us down blind alleys.
- Barth says that reason has been corrupted by the Fall and so is useless when it comes to discovering anything about God. Natural Theology is redundant.
- Buber says that a relationship with God should be personal, I-Thou. This cannot come about through reason which leads to an I-It relationship.
- A religious faith may involve defying or even abandoning logic and reason, for example the Trinity or the Virgin Birth. So, reason and faith are contradictions.
- 'Belief in' is needed, the use of one's heart rather than reasoned arguments.

Disagree

- Hick says that religious faith is entirely rational.
- James and Tennant say that faith and reason are complementary as both are useful to a religious faith.
- Lewis says that faith needs the use of our minds, so reason is needed.
- Kant's idealism—we get to know things through experience *and* ideas.
- 'Faith seeking understanding.' Although men such as Anselm, Augustine and Aquinas start with revealed truths, they would still say that faith and reason are not contradictory, as reason can support or complement faith.
- 'Belief that' is needed, the use of one's reason.

Q.2 (a) Explain inherent problems of religious language. [AO1 30]

Candidates are likely to include some or all of the following but credit other relevant points:

- Some say that religious language cannot be verified or falsified and is therefore meaningless. Reference could be made to Hume, The Vienna Circle, early Wittgenstein, Ayer and Flew.
- Is religious language to be used literally or non-literally? There may be confusion due to different interpretations and/or misinterpretation.
- It deals with metaphysical words which are hard to understand or rationalise, for example 'timeless' God.
- Some words or phrases defy logic, such as omnipotent or Virgin Birth.
- Human language is inadequate when referring to God. This may lead to a partial image or a distorted, anthropomorphic view of God.

(b) 'Religious language still has meaning.' Assess this view. [AO2 20]

Candidates are likely to include some or all of the following but credit other relevant points:

Agree

- The Verification and Falsification principles fail their own test.
- Ayer said that religious language is an 'emotive utterance' at best. But surely, an emotive statement *is* meaningful; it does tell you something.
- Religion is a 'blik', a way of seeing life (Hare) and so is meaningful although it cannot be falsified.
- Religious believers do take evidence against God into consideration. But they do not give up their beliefs due to an already-existing faith (Mitchell).
- Hick's eschatological verification— religious statements can be verified at the end times.
- Swinburne's toys in the cupboard—some things cannot be verified or falsified but are still meaningful.
- Religious language can be used meaningfully via analogy, language games and symbols.

Disagree

- In everyday life we expect our language to fulfil certain criteria to be meaningful. Religion should be no different.
- Religious language involves so many metaphysical aspects that cannot be verified, so has to be deemed as meaningless.
- Religious language reports mythical elements with stories that contain no literal information.
- Religious believers do refuse to have their beliefs falsified, for example, their belief in God continues despite the fact of evil and suffering.
- There are many issues with analogy, (is the suggested analogy appropriate?) language games, (isolationist forms of life?) and symbols (do they pass on any information?) that they fail to show the meaningfulness of religious language.

Q.3 (a) Explain religious and scientific views of the origins of the universe. [AO1 30]

Candidates are likely to include some or all of the following but credit other relevant points:

Religious

- Creation stories from religion(s) of their choice. Credit origins of universe not human life.
- Literal and non-literal interpretations; young and old earth creationists differ over age of universe.
- Discrepancies between accounts?
- Purpose/meaning.
- Answers 'Why?'
- Humans part of process at the beginning.
- Continuous Creation, for example Polkinghorne - God as immanent in world, Peacocke - God is still creating now.

Scientific

- Continuous Creation/Steady State-no beginning or end to universe (now not accepted but may be mentioned, as the question does not say 'current views.')
- The Big Bang.
- Approximately 13.7 billion years ago.
- Accident.
- Answers 'How?'
- Humans not part of the process at the beginning.

Maximum Level 5 if only religious or scientific views referred to.

(b) 'A person cannot accept both religious and scientific views of the origins of the universe.' Assess this view. [AO2 20]

Candidates are likely to include some or all of the following but credit other relevant points:

Agree

- Literal understandings of creation stories rule out Science.
- The Big Bang rules out the need for God/gods.
- The Steady State theory rules out the need for God/gods.
- Religion and Science are grounded in entirely different things; Religion values the spiritual and faith whilst Science values the physical and reason.
- Later Hawking - no need for a God.

Disagree

- Non-literal understandings of creation stories allow for the acceptance of Science too.
- The Big Bang can be credited to the conscious decision of God/gods.
- Continuous Creation - Religion and Science complement each other. The more we discover about one, the more we discover about the other.
- Both 'how?' and 'why?' are needed for a complete picture.
- Stannard redefines God and Creation which means that Religion and Science have to accept developments in the other discipline.

Q.4 (a) Examine why religious believers may accept the concept of predestination. [AO1 30]

Candidates are likely to include some or all of the following but credit other relevant points:

- There are texts in sacred writings that could be interpreted in such a way as to refer to predestination.
- They may form an integral part of a believer's religious tradition.
- God's overall sovereignty is important and is emphasised by the concept of predestination.
- The power of God's revelation shows that God needs to 'choose' humans rather than humans finding God.
- A God who predestines can be seen as a merciful one; all deserve to be punished, but not all are.
- Human nature was corrupted at The Fall so human choice is an illusion.
- Candidates may refer to authorities such as Augustine ('the Elect') or Calvin (his 'Doctrine of Election'.)
- Candidates may draw on the teachings of other faiths.

(b) 'The only thing that makes us what we are is our environment.' Assess this view. [AO2 20]

Candidates are likely to include some or all of the following but credit other relevant points:

Agree

- What may appear to be a genetic trait, can be explained by learned behaviour or wider environmental factors.
- Evidence for certain genes, such as 'the fat gene' is speculative.
- Humans respond to positive and negative reinforcers which make them what they are. This may be in the form of the type of family they have been brought up in, for example.
- Environmental stimuli can overcome a genetic predisposition to act in a certain way.
- Because environmental factors lead to regularity we can make predictions; this is generally how the world works.

Disagree

- Evidence of genetic traits is unmistakable and illustrates that genes are an integral part of what makes a human.
- There is a suggestion that there are specific genes possessed by some which shape their behaviour, for example, an advantageous gene may explain child prodigies, the God gene, gay gene etc.
- 'I just could not help it.'
- A belief in predestination shows that it is not the environment that makes us what we are.
- Complete free-will makes us what we are.
- There may be a combination of factors which makes humans what we are as opposed to it being the environment only.