GCE

Religious Studies

H573/01: Philosophy of religion

Advanced GCE

Mark Scheme for June 2019

Indicative content – Responses might include:	Guidance

1. How successfully does the language games concept make sense of religious language?
 	
AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:
 	
• Wittgenstein's starting point that all philosophical problems could be dissolved if language were to be analysed logically
• the idea in language games that statements are not true or false in themselves but have meaning to the speaker
• language is part of a game in each given form of life and others who play that game communicate with each other
• it is possible for people who play that game to communicate because they share an understanding of the criteria of coherence within that game
• the use or definitions of words shape the way we view the world
• religious language is used in the context of how an individual views the world and its meaningfulness is shared by those who share the criteria of coherence.
 	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
 	
• Some candidates might argue that language games do successfully make sense of religious language because:
   ○ they recognise the range of interpretations of words and concepts and therefore allow religious language to sit separately from other expressions of language
   ○ it is possible to learn the criteria of coherence in the same way that it is possible to be initiated into the rules of a game
   ○ they support a post-modern view of the world, which is attractive to many in the twenty-first century
   ○ they accept that religious assertions cannot be analysed or judged in the same way as other statements
   ○ it does not get caught in the weaknesses of cognitive interpretations of language.
 	
• Some candidates might argue that language games do not successfully make sense of religious language because:
   ○ they do not allow for the claims inherent in religious language to be tested
   ○ the theory seems to allow any claim to be meaningful: it does not seem possible for a particular criterion of coherence to be nonsensical
   ○ the theory excludes people who are not part of a particular game from engaging with those that are, which might lead to issues in inter-religious dialogue
   ○ challenges to the theory are too easily rejected as being part of a different understanding
	Allow argument by juxtaposition. Candidates may attempt to use alternative approaches to religious language as comparators.

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- the theory assumes that religious statements are meant literally, rather than containing a meaning at a different level - there might be a danger in religion ending up as fideistic, with religious language seeming to be self-referential, untouchable by any external critique. Some candidates may combine these views and argue that while the language games theory in itself is not useful to religious language, it encourages either an anti-realist approach to religion, which might be justifiable or simply the fact that religious language might require a non-cognitive approach.	

Indicative content – Responses might include:	**Guidance**

2. Critically compare the logical and evidential aspects of the problem of evil as challenges to belief.
 	
AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:
 	
• the logical problem of evil is a statement that evil is a problem because it challenges the very nature of God
• the inconsistent triad suggests that logically God's omnipotence, God's benevolence and evil cannot all co-exist consistently
• God's omnipotence is often defined as the ability to do anything and God's benevolence is often defined as the perfect love and good intentions for humanity
• the evidential problem of evil is most commonly seen in the suffering of humankind (extent of evil and suffering)
• natural evil can cause suffering for many thousands of people at a time
• moral evil can cause suffering through actions that, for others, are unthinkable.
 	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
 	
• Some candidates might argue that the logical aspect provides the greater challenge to belief than the evidential aspect because:
   o the evidential aspect is reliant on the idea of suffering which is both subjective and temporal
   o suffering can bring out the best in people and, indeed, the Ireanaen theodicy uses this approach
   o suffering is a necessary result of genuine freedom
   o the inconsistent triad demonstrates *a priori* that the Judaeo-Christian God cannot exist as generally understood and so there is no need to move on to examine evidence of suffering
   o the logical problem of evil suggests a God that is not worthy of human worship and so undermines the practice of religious believers
• Some candidates might argue that the evidential aspect provides the greater challenge to belief than the logical aspect because:
   o the sheer quantity of suffering is a sufficient reason not to believe in a God
   o any innocent suffering is an equally strong argument
   o the logical problem of evil can perhaps be overcome by changing definitions of omnipotence and benevolence
   o the logical problem of evil can perhaps be overcome by understanding that evil is not a substance in the same way goodness is and therefore the inconsistent triad might need to be re-evaluated	

Indicative content – Responses might include:	Guidance
o any discussion about evil should make reference to the reality of the human experience of it and not to abstract philosophy. • Some candidates may combine these views and argue that: • neither the evidential aspect nor the logical aspect of the problem of evil provides a challenge to belief because both are underpinned by the need to understand the notion of human free will; once this is understood, evil ceases to be a problem in any context. • Candidates might otherwise argue that evil of either kind presents no challenge to belief which is not monotheistic.	

Indicative content – Responses might include:	Guidance

3. Analyse Aristotle's four causes.
 	
AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:
 	
• Aristotle's empirical understanding that all things can be explained through four causes
• the material cause is that from which something is made, such as the marble of a statue
• the formal cause is the shape or structure or form in which something is made, such as the human shape of a statue or in living things, the animating soul
• the efficient cause is the means by which the material was made into the formal, such as through the work of a sculptor
• the final cause is the purpose or aim behind something, such as the honorific value of a statue
• Aristotle's assertion that there must be a Prime Mover that ensures that all of reality is explicable by the four causes.
 	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
 	
• Some candidates might argue that Aristotle's four causes are a successful way of approaching the question of reality because:
   ○ his approach requires observation rather than reason alone and observation can be shared by many people
   ○ empiricism is a more reliable approach to examine reality than rationalism
   ○ the four causes successfully describe objects in daily use
   ○ the four causes do not require recourse to another realm or plane of existence
   ○ Aristotle's method corresponds to scientific method
   ○ the Prime Mover successfully explains ultimate questions.
 	
• Some candidates might argue that Aristotle's four causes are not a successful way of approaching the question of reality because:
   ○ it is debatable whether everything has a purpose; contemporary science might be deployed to the contrary
   ○ Aristotle contradicts himself in stating that there needs to be a Prime Mover which is beyond the observable universe
   ○ the Prime Mover is very different from most religious understandings of God
   ○ empiricism is flawed because sensory perception differs from one person to another
   ○ Aristotle's assumption that the material world is the	

Indicative content – Responses might include:	**Guidance**
source of all knowledge might be flawed and faith might be more important than Aristotle suggests ○ abstract concepts or emotions may not be fully describable using the four causes. • Some candidates may combine these views and argue that Aristotle's four causes are partially successful especially in the context of theistic approaches, such as that of Thomas Aquinas; Aristotle's understanding of the soul as the animating formal cause in living things might variously be applied and evaluated in the course of argument.	

Indicative content – Responses might include:	Guidance

4. 'The world was created by chance, not by God's design.' Discuss.
 	
AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:
 	
• the teleological argument's assertion that the world's creation was not by chance
• the idea in design arguments that intricacy and purpose point to a divine designer
• Aquinas' Fifth Way, argues from the purpose of natural bodies and uses the analogy of the arrow and the archer as the being who guides the arrow just as God directs natural things to their ends
• Paley's teleological argument from both regularity and purpose leads to God
• evolutionary theory and the suggestion that random mutations and natural selection explain the adaptation of living things to their specific environments
• Hume's assertion that it might be better to explain the universe by randomness.
 	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
 	
• Some candidates might argue that the world was created by chance and not design because:
   o evolution points towards chance mutations leading to adaptation, which removes the need for a designer
   o Hume's use of earlier philosophical principles shows that, given an infinite amount of time, all the particles in the universe would be able to combine into a stable environment
   o Hume's arguments against the success of teleological arguments might be deemed to be a success, leaving only chance as an explanation for the universe
   o modern evolutionary thinkers assert that a God or a designer is a delusion
   o the implications of life not having been discovered in the vastness of the universe suggesting that the earth is simply as it is by chance.
 	
• Some candidates might argue against the idea of the world being created by chance, not design because:
   o the universe might simply be a brute fact and we should not therefore consider its creation
   o the sheer weight of improbability suggests that a God or designer must exist
   o the consideration of beauty is not something that would have come about through a world created solely by
	Credit any relevant arguments from chance or teleology

Indicative content – Responses might include:	Guidance

chance
   o the assertion that the simpler explanation for the existence of the universe is a sole designer, rather than a long series of chance events
   o understanding design behind the world gives the world meaning, which is a core requirement for many
   o evolution itself seems to drive towards greater complexity, or the laws governing the universe seem conducive to life, either of which suggests purpose and therefore design.
 	
• Some candidates may combine these views and argue that both chance and design are responsible for the world's creation because whereas a designer might be responsible for major aspects of the world's existence, the findings of evolution may be valid on a smaller scale.	

Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1) *Demonstrate knowledge and understanding of religion and belief, including:* • *Religious, philosophical and/or ethical thought and teaching* • *Approaches to the study of religion and belief*	Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.
6 (14–16)	An **excellent** demonstration of knowledge and understanding in response to the question: • fully comprehends the demands of, and focusses on, the question throughout • excellent selection of relevant material which is skillfully used • accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding	
5 (11–13)	A **very good** demonstration of knowledge and understanding in response to the question : • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding	
4 (8–10)	A **good** demonstration of knowledge and understanding in response to the question: • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding	
3 (5–7)	A **satisfactory** demonstration of knowledge and understanding in response to the question: • generally addresses the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. • A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success	
2 (3–4)	A **basic** demonstration of knowledge and understanding in response to the question: • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success	
1 (1–2)	A **weak** demonstration of knowledge and understanding in response to the question: • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2) *Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study*	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
6 (21–24)	An **excellent** demonstration of analysis and evaluation in response to the question: • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views skillfully and clearly stated, coherently developed and justified • answers the question set precisely throughout • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation *Assessment of Extended Response: There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.*	
5 (17–20)	A **very good** demonstration of analysis and evaluation in response to the question: • clear argument which is mostly successful • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation *Assessment of Extended Response: There is a well–developed and sustained line of reasoning which is coherent, relevant and logically structured.*	
4 (13–16)	A **good** demonstration of analysis and evaluation in response to the question: • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation *Assessment of Extended Response: There is a well–developed line of reasoning which is clear, relevant and logically structured*	
3 (9–12)	A **satisfactory** demonstration of analysis and/evaluation in response to the question: • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success *Assessment of Extended Response: There is a line of reasoning presented which is mostly relevant and which has some structure.*	
2 (5–8)	A **basic** demonstration of analysis and evaluation in response to the question: • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success *Assessment of Extended Response: There is a line of reasoning which has some relevance and which is presented with limited structure.*	
1 (1–4)	A **weak** demonstration of analysis and evaluation in response to the question: • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question	

	- very little use of technical terms or subject vocabulary. - very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation ***Assessment of Extended Response:*** *The information is communicated in a basic/unstructured way.*
0 (0)	No creditworthy response

Annotations

Annotation	Meaning
L1	Level one – to be used at the end of each part of the response in the margin.
L2	Level two – to be used at the end of each part of the response in the margin.
L3	Level three – to be used at the end of each part of the response in the margin.
L4	Level four – to be used at the end of each part of the response in the margin.
L5	Level five – to be used at the end of each part of the response in the margin.
L6	(H573 only) Level six - to be used at the end of each part of the response in the margin.
(vertical squiggle)	Highlighting a section of the response that is irrelevant to the awarding of the mark.
SEEN	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

H173, H573 AS and A Level Religious Studies

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:
- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Lead Marker and Team Leaders.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to

the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study the Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

The Mark Scheme contains a description of possible/content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.

The Levels of Response must be used in conjunction with the outlined indicative content.

Assessment Objectives

Two Assessment Objectives are being assessed in all questions:

AO1 (Demonstrate knowledge and understanding of religion and belief) and

AO2 (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study).

Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed.

Responses are credited for **AO2** for how well the response addresses the question, for candidates using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response

Questions in this paper are marked using a levels of response grid. When using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response or particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.
Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Assessment of Extended Response

The GCE General Conditions of Recognition state that:

GCE 5.1   In designing and setting the assessments for a GCE qualification which it makes available, or proposes to make available, and awarding organization must ensure that, taken together, those assessments include questions or tasks which allow Learners to -

   a) provide extended responses

As such, the quality of extended responses are assessed in all questions. While marks are not specifically given for this, descriptors for extended responses can be found in the AO2 Levels of Response *in italics*.