



ADVANCED
General Certificate of Education
2018

Religious Studies

Assessment Unit A2 8

assessing

Themes in the Philosophy of Religion

[ARE81]

WEDNESDAY 20 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

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

Other Aspects of Human Experience at AS Level

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

A2 BANDS

Total Marks: [20]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked. • Demonstrates comprehensive understanding and knowledge. • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, examples and scholarship. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good response to the question asked. • Demonstrates a high degree of understanding and almost totally accurate knowledge. • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, examples and scholarship. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good response to the question asked. • Demonstrates a reasonable degree of understanding and mainly accurate knowledge. • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, examples and scholarship. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited response to the question asked. • Demonstrates limited knowledge and understanding. • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of evidence, examples and scholarship. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic response to the question asked. • Demonstrates minimal knowledge and understanding. • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • Little, if any, use of evidence, examples and scholarship. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

A2 BANDS

Total Marks: [30]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

Section A**AVAILABLE
MARKS**

1 (a) Explain the challenges that the theory of evolution poses for the Creation Narratives in Genesis.

Answers may include:

- An exploration of the impact of Darwin's theory of evolution on the Genesis Creation narratives
- Exploration of the immediate response to the publication of 'On the Origin of Species'
- Reference to the Huxley/Wilberforce debate and/or modern clashes between Creationists and atheistic scientists
- An exploration of the views of Neo-Darwinism, Accommodationism and Creationism to the creation debate
- Reference to the impact of Intelligent Design and Creation Science
- Recent developments in the creation debate – statements from Pope Francis
- Reference to the legal challenges to the teaching of evolution and/or evolutionary theory in schools in the UK and US
- The views of relevant scholarship, e.g. Gosse, Plantinga, McGrath, Dawkins, Hitchens
- Reference to newer ideas — convergent evolution, homeodynamics, biology and teleology
- Reference to fundamentalist/literalist interpretations of the Bible

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the claim that it is impossible to reconcile scientific and religious world views.

AVAILABLE
MARKS

Answers may include:

- An exploration of conflict between atheistic scientific and religious world views
- An exploration of areas of conflict including the start point of the universe and the development of life, and creation's relationship with the Divine
- Contrasting views of Divine Creation and human destiny
- An exploration of the nature of knowledge and truth, comparisons between inductive and deductive arguments and between synthetic and analytic truth
- An exploration of the notion of 'proof' as held by science and religion
- Increasing tensions between atheism and religious conservatism's desire to promote orthodoxy over scientific exploration
- Reference to the views of Neo Darwinists such as Richard Dawkins and discoveries in Quantum Physics potentially challenging Creation Narratives
- Counterchallenges to the stated claim – the views of theistic science and scientists such as Einstein, Teilhard de Chardin, Barth, Haught
- The ability to reconcile faith and science, science as a God given tool used to explore ourselves and our environment
- Reference to the predominance of the religious world view pre-Enlightenment

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Discuss the place of God in Kant's understanding of the Categorical Imperative.

AVAILABLE MARKS

Answers may include:

- A brief delineation and exploration of Kant's teaching concerning the categorical imperative
- Reference to Kant's writings: Grounding for the Metaphysics of Morals, Critique of Practical Reason
- An exploration of Kant's views concerning universal law, imperatives for action, good will, duty, human freedom and autonomy
- Reference to Kant's normative examples on deception, suicide, theft, laziness
- An exploration of the three formulations as outlined by Kant
- A classification of Kant's morality as deontological, a priori
- Reference to the 'Golden Rule' as allied to Kantian theory
- An exploration of the place of God within Kant's categorical imperative
- The centrality of absolute values/morality within Kant's moral teaching
- Reference to Kant's categorical imperative as applied to the trial of Adolf Eichmann
- Kant's teaching concerning moral reward as allied to an eschatological future

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) "If God is dead, then everything is permitted."

Critically evaluate this claim and consider the extent to which morality is possible in the absence of God.

Answers may include:

- An exploration of the quotation and its origins
- Theism's support for the stated claim, God as the ultimate and primary source of truth and goodness
- Reference to Aquinas' teaching on Natural Moral Law and/or Divine Command theory
- Morality as centred on Divine purpose and eschatological hope
- Belief in God and an afterlife as providing motivation for moral goodness
- An exploration of theistic views concerning heaven, hell and judgment
- Reference to the views of Fletcher and Situation Ethics
- Reference to contrasting views concerning the nature of humanity and the Divine
- Theism's view of the dangers of subjective morality
- Atheism's view that "everything is permitted" as a positive feature, the importance of moral autonomy and the theistic response
- Theistic morality as judgemental and self serving
- Reference to the views of the British Humanist Association and Utilitarianism
- Reference to the views of theistic and atheistic Existentialism concerning human freedom and morality
- Reference to specific moral examples

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3	(a) "The notion of life after death is illogical." With reference to this claim, identify and consider the views of materialism on life after death.	AVAILABLE MARKS
	<p>Answers may include:</p> <ul style="list-style-type: none"> • Atheism's rejection of the possibility of the supernatural and life after death • An exploration of the views of hard and soft materialism concerning life after death • The principal reasons for rejection of life after death by materialists • A definition of the term 'death' and the concept of 'life after death' • Reference to the views of relevant scholars such as Flew, Ryle and Hitchens rejecting the concept of an afterlife • An exploration of linguistic challenges to the concept of life after death such as Russell's views • A discussion of Ryle's teachings on 'the ghost in the machine' • Criticism of the testimony concerning life after death as recorded in sacred texts • Reference to the problems associated with post-mortem existence including those of personal identity and memory, decay of the physical body, issues of ensoulment • Possible critique of materialist views concerning life after death <p>Accept valid alternatives Mark in levels (AO1)</p>	[20]
	<p>(b) Critically assess John Hick's argument in support of resurrection.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • An exploration of Hick's Replica Theory and his John Smith analogy • Reference to relevant writings of Hick concerning re-creation theory 'Death and Eternal Life' • An exploration of the problem of personal identity and whether Hick's replica theory fully addresses this problem • A discussion of Hick's contribution to the issue of continuity and the nature of post resurrection identity • Reference to Hick's view of the afterlife as a common shared world constituted of everyone's experiences • An exploration of Hick's argument as supporting Pauline teaching concerning resurrection and the centrality of resurrection within Christianity • Reference to Hick's view of eschatological verification of theistic truth • A critique of Hick's argument by materialists and atheistic scientists • A rejection of Hick's argument as non-empirical and scientifically flawed • An exploration as to how far Hick's argument proves the concept of resurrection • An exploration as to what extent re-creation theory can support specific religious teachings concerning resurrection • Reference to the limited scope of Hick's argument • Reference to non-bodily resurrection, rebirth and reincarnation <p>Accept valid alternatives Mark in levels (AO2)</p>	<p>50</p> <p>[30]</p> <p>Section A</p> <p>100</p>

Synoptic Bands

Total Marks: [20]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> An excellent attempt at analysis with a full and highly informed response to the question. Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. A sophisticated answer with a clear and coherent structure. An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> A very good attempt at analysis with a well informed response to the question. Demonstrates a high degree of understanding and almost totally accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. A mature answer with a mainly clear and coherent structure. A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> A good attempt at analysis with a reasonably well informed response to the question. Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. A reasonably mature answer with some evidence of structure and coherence. A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> A limited attempt at analysis with a limited response to the question. Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. A limited answer with limited evidence of structure and coherence. A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> A basic attempt at analysis with a basic response to the question. Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study. A basic answer with basic structure and coherence. A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

Candidates must refer to at least one other unit of study in their AO1 response to access Bands 4–5.

Synoptic Bands

Total Marks: [30]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis in relation to other aspects of human experience. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis in relation to other aspects of human experience. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis in relation to other aspects of human experience. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis which struggles to relate to other aspects of human experience. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis which fails to relate to other aspects of human experience. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Section B**AVAILABLE
MARKS**

4 (a) Discuss how **one** of the principles of Humanism can be shared by religious believers. You must support your answer with reference to at least one other unit of study.

Answers may include:

- A discussion of one of the main principles of Humanism, concerning the nature of humanity, humanity's environment, human destiny and morality
- An exploration as to whether these principles compare with or contrast to theistic views including those addressed in another unit of study
- An exploration of themes such as moral good, the importance of the individual, human freedom and free will
- Specific reference to the views of Humanist scholars such as Huxley, Russell, Lamont and Blackham and to the views of the British Humanist Association
- Reference to shared values within the Humanist Manifestos and theistic moral rules such as the dignity and worth of every human
- An exploration of the shared principle/Golden Rule to 'love your neighbour' and emphasis on social responsibility
- An exploration of theism and Humanism's call to protect the environment
- Reference to historical influences, e.g. shared influence of Greek philosophy

Accept valid alternatives

Mark in levels

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5

(AO1)

[20]

(b) "The secular world fails to recognise that religious belief is a natural part of what it is to be human."

Critically assess this claim. You must refer to other aspects of human experience in your answer.

AVAILABLE MARKS

Answers may include:

- Reference to other aspects of human experience
- An exploration of secularism as an all encompassing ideology perfectly designed to meet the needs of a secular and pluralist world and subsequent rejection of religious ideologies as primitive and superstitious
- Theism's rejection of Humanism as failing to offer authentic human fulfilment
- The centrality of the Divine in understanding the nature and purpose of humanity
- The dangers of moral relativism as promoted by Humanism and humanity's need for moral absolutes
- An exploration of the growth of religious fundamentalism as a reflection of humanity's desire for Truth
- Reference to Existentialism's rejection of all rationally centred ideologies
- The centrality of religious belief within the human experience
- Reference to the views of selected world faiths and selected religious leaders concerning the stated claim
- Counterchallenges to the stated claim, for example, the dominance of Humanism and secularism in a post-modernist society
- Reference to the views of modern UK and American Humanists such as Ayer, Brockway, Allen

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5

(AO2)

[30]

50

Section B

50

Total

150