OCR
Oxford Cambridge and RSA

Accredited

AS Level Religious Studies
H173/01 Philosophy of religion
Sample Question Paper

Date – Morning/Afternoon
Time allowed: 1 hour 15 minutes

SPECIMEN

You must have:
• The OCR 16 page Answer Booklet.

INSTRUCTIONS
• Use black ink.
• Answer **two** questions.
• Write your answer to each question in the answer booklet provided.
• Do **not** write in the bar codes.

INFORMATION
• The total mark for this paper is **60**.
• The marks for each question are shown in brackets **[ ]**.
• All questions on this paper require an extended response.
• This document consists of **4** pages.
• Quality of extended responses will be assessed in questions marked with an asterisk (*).

Answer any **two** questions.

In all your responses, you should:

- demonstrate knowledge and understanding of religion and belief, including
    - knowledge and understanding of religious thought and teaching
    - approaches to the study of religion and belief.
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

1*   Assess the effectiveness of Aristotle's four causes in explaining the world.   **[30]**

2*   'Individual religious experience does not make sense of belief in God.' Discuss.   **[30]**

3*   Evaluate the success of Augustine in resolving the problem of evil.   **[30]**

SPECIMEN

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SPECIMEN

OCR
Oxford Cambridge and RSA

…day June 20XX – Morning/Afternoon

AS Level Religious Studies
H173/01   Philosophy of religion

SAMPLE MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK   60

MARKING INSTRUCTIONS

PREPARATION FOR MARKING ON SCORIS
1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *Scoris Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca.
3. Log-in to Scoris and mark the **required number** of practice responses ('scripts') and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING
1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the Scoris messaging system.
5. Work crossed out:
   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response) if:
   - there is nothing written at all in the answer space
   - OR there is a comment that does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR there is a mark (e.g. a dash, a question mark) that is not an attempt at the question.
   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The Scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your Team Leader, use the phone, the Scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. 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 co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

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 this 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.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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.

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.

<u>*Levels of Response*</u>

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, 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.

To use these grids:

Determine the level: start at the highest level and work down until you reach the level that matches the answer.

Determine the mark within the level: consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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.

Level (Mark)	Levels of Response for AS 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.
5 (13–15)	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 (10–12)	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 (7–9)	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 (4–6)	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 (1–3)	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 AS 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.
5 (13–15)	A **very good** demonstration of analysis and evaluation in response to the question: • clear and convincing argument • 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 (10–12)	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 (7–9)	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 (4–6)	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 (1–3)	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	

Question	Indicative content	Marks	Guidance

1*	**Assess the effectiveness of Aristotle's four causes in explaining the world.**
	
	The following is 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.
	
	AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:
	
	• explanation of Aristotle's approach to causation as a whole
	• reference to Aristotle's reliance on knowledge gained by observation and experience of the world around us
	• explanation of Aristotle's approach to understanding of the world in terms of motion and change, potentiality and actuality
	• contrast with his teacher Plato's dualist approach
	• explanation of each cause as a different kind of explanation for the existence of something:
	    ○ the material cause is what something is made of, providing one kind of explanation of an object
	    ○ the efficient cause is what has brought the object about; the activity which changes something into what it is
	    ○ the formal cause is the characteristic shape of the object and is integral to that object; candidates may successfully avoid misunderstandings relating to blueprints, which might lead to a mistaken confusion with Plato's Ideal Forms
	    ○ the final cause is the purpose, end or goal (telos) of something
	• explanation of the final cause which extends to recognising Aristotle's view of nature was teleological
	• explanation that the Prime Mover, an unembodied mind, is the goal and ideal of all heavenly motions might be used, but is not a requisite part of
		30
		
		(AO1 15)
			The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good, very good and excellent responses will differentiate candidates' skills at:
			• demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid **and**
			• the analysis and evaluation of aspects of, and approaches to, religion and belief

Question	Indicative content	Marks	Guidance

	explanation of the final cause
	• explanation of Aristotle's own example of a statue of Athena made by Pheidias in bronze to adorn the Temple
	• explanation of alternative approaches to explanation of the world.
	
	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments;
	
	• they might argue that Aristotle's approach to causation is successful, to some extent, in explaining the world:
	    o Aristotle's empirical approach and his reliance on the evidence of observation, leading to his understanding of the four causes, might be put against Plato's rationalist mistrust of the senses, and be found to be more successful
	    o understanding of the Prime Mover as final cause of nature might be used to provide some kind of argument in favour of theism as an explanation of the world
	
	• candidates might choose to argue to the contrary, for example, that Aristotle's acceptance of the evidence of the senses or that his use of causation do not provide satisfactory explanations of the world:
	    o Aristotle's view of causation might be shown to be unsatisfactory by use of scholarly critiques
	    o Aristotle's view of the eternity of the world might be criticised, either from a theological or scientific standpoint; the world as initiated by God's creation, or using scientific views which identify the universe as finite (for example having a beginning with the Big Bang)
	    o Aristotle's assertion of natural things possessing a final cause were criticised, the argument might be supported by evolutionary theory.
		(AO2 15)	

Question	Indicative content	Marks	Guidance
2*	**'Individual religious experience does not make sense of belief in God.' Discuss.**	**30**	The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good, very good and excellent responses will differentiate candidates' skills at:
	The following is 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.		• demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid **and**
	AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:	**(AO1 15)**	• the analysis and evaluation of aspects of, and approaches to, religion and belief

	• explanation of what might be meant by religious experience and the varieties of these (specification states conversion and mystical, but others might be used and would be credit worthy, for example discussion of miracles as a kind of religious experience)
	• description and explanation of the ideas of James, for example:
	    o the notion of a sense of union with a greater power
	    o religious experience as a psychological phenomenon
	• explanation of other theological views of religious experience, perhaps with named scholars
	• description and explanation of other philosophical assessments of religious experience, perhaps with named scholars; whether from sceptical perspectives or via a psychological or physiological perspective
	• description and explanation of other reasons for belief in God in comparison with individual experience.		

	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:	**(AO2 15)**	
	• they might argue that individual religious experience provides a sound basis for religious belief, such as in one the following approaches: o if an individual describes a religious experience, either in terms of		

	union with a greater power or in terms of experience of the divine, then this might be considered to be sufficient evidence for belief in God		

	- union with a greater power or in terms of experience of the divine, then this might be considered to be sufficient evidence for belief in God ○ if a whole group of religious experiences, such as James classified into mystical or conversion, then the weight of these as a group could be similarly discussed as sufficient grounds for belief in God ○ candidates might compare the evidence of religious experience with other arguments (for example the cosmological or teleological) and conclude that religious experience seems a more reliable basis for belief in God - candidates might choose to argue in support of the statement in the question, that individual religious experience provides no basis for religious belief, based on these or other suitable approaches: ○ a theist might take the view that religious experience of the divine is beyond the capacity of humanity, and so cannot be considered evidence for belief in God ○ it might be argued that a non-interventionist approach to divine activity in the world is most convincing, in which case the validity of religious experience can be questioned and this evidence for belief in God rejected ○ a sceptical or atheistic approach would argue that accounts of religious experience are unreliable and/or insufficient on which to base a belief in God.		

Question	Indicative content	Marks	Guidance

3*	**Evaluate the success of Augustine in resolving the problem of evil.**
	
	The following is 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.
	
	AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:
	
	• description and explanation of the problem of evil, perhaps as a peculiarly theistic problem, this might be presented:
	  ○ in terms of the logical problem posed by an inconsistent triad of evil and two divine attributes
	  ○ other wider or more existential explanation of the problem of evil, discussing the problem of a world so full of terrible evil
	• description and explanation of Augustine's approach to this problem as a theodicy, which attempts to justify God, which may include:
	  ○ Augustine's view of creation, 'All things that exist, therefore, seeing that the Creator of them all is supremely good, are good ….'
	  ○ how Augustine sees evil as *privatio boni*, a lack of good
	  ○ how Augustine's interpretation of the events described in Genesis 2 and 3 provides his basis for explaining how evil entered creation; the role of free will in the fall of angels and humans, the entry of disorder into nature and the arrival of sin, suffering and death as integral to the human condition post-Fall
	  ○ Augustine's justification of God by means of the gift of grace through Christ's death and resurrection
	  ○ a broad picture of Augustine's theodicy as soul-deciding, in terms of final judgement, heaven and hell
	• comparing or contrasting Augustine's theodicy with others most likely Hick's version of Irenaeus' ideas
		30
		
		(AO1 15)
			The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good, very good and excellent responses will differentiate candidates' skills at:
			• demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid **and**
			• the analysis and evaluation of aspects of, and approaches to, religion and belief

- explanation of how modern science might conflict with Augustine's entire cosmology and account of human biology.

AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:

- they might argue that Augustine's theodicy provides successfully addresses the problem of evil, as in one the following approaches:
  - if Augustine's reading of Genesis 2 and 3 is seen to be valid, including the perfection of God's first creation and humanity's Fall, then his theodicy could be justified
  - Augustine's understanding of the effects of Christ's death/sacrifice and resurrection is could support Augustine's attempt to resolve the problem of evil

- candidates might choose to argue to the contrary, that Augustine's attempt at a theodicy is unsuccessful, using one or some of the following approaches, or others:
  - if modern science undermines Augustine's view of a perfect original creation, then his approach could be said to be at odds with a modern world view and therefore unsuccessful
  - Augustine's views on hell or predestination could be argued as difficult to square with divine benevolence, and therefore he could be seen to be unsuccessful
  - Augustine might be unfavourably compared with an alternative type of theodicy or free will defence, and shown to be unsuccessful
  - the problem of evil might be evaluated and argued to be an insurmountable problem for theism, therefore Augustine, and all other attempts to resolve this problem, are unsuccessful in their attempts.

(AO2 15)

Assessment Objective (AO) Grids

A01 Mapping	Assessed?	Question
Demonstrate knowledge and understanding of religion and belief, including:		
• religious, philosophical and/or ethical thought and teaching	Y	1-3
• influence of beliefs, teachings and practices on individuals, communities and societies		
• cause and significance of similarities and differences in belief, teaching and practice		
• approaches to the study of religion and belief.	Y	1-3

A02 Mapping	Assessed?	Question
Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	Y	1-3

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