

GCE

Religious Studies

Unit **G581**: Philosophy of Religion

Advanced GCE

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

Subject-specific Marking Instructions**Handling of unexpected answers**

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

NOTE: AO2 material in AO1 answers must not be cross-credited and vice-versa.

AS Preamble and Instructions to Examiners

The purpose of a marking scheme is to ‘... enable examiners to mark in a standardised manner’ [CoP 1999 25.xiv]. It must ‘allow credit to be allocated for what candidates know, understand and can do’ [xv] and be ‘clear and designed to be easily and consistently applied’ [x].

The **Religious Studies Subject Criteria** [1999] define ‘what candidates know, understand and can do’ in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

AO1: Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

AO2: Sustain a critical line of argument and justify a point of view.

The requirement to assess candidates’ quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be ‘easily and consistently applied’, and to ‘enable examiners to mark in a standardised manner’, it defines Levels of Response by which candidates’ answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives; in Advanced Subsidiary, the questions are in two parts, each addressing a single topic and targeted explicitly at one of the Objectives.

Positive awarding: it is a fundamental principle of OCR’s assessment in Religious Studies at Advanced Subsidiary/Advanced GCE that candidates are rewarded for what they ‘know, understand and can do’ and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a ‘standard’ answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates’ answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

Levels of Response: the descriptions are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Question	Answer/Indicative content	Mark	Guidance
1	<p>1. To what extent does Wittgenstein's language game theory defend religious language from the attacks of the Vienna Circle.</p> <p>AO1</p> <p>Candidates will need to explain both the views of the Vienna Circle and what Wittgenstein meant by language games. They should be careful not to spend their whole time writing everything they know about verification and the attempts to argue that any language which is not a tautology or empirically verifiable is meaningless. They may then spend some time on different kinds of verification, including the work of Ayer, for example; they need also to proceed to Wittgenstein's later work which others used to challenge the question of the meaninglessness of religious language. Many are likely to be aware that Wittgenstein himself was not particularly interested in defending meaning in religious language but several of the Neo-Wittgensteinians were and are. Candidates may, for example, use some of the writings of DZ Phillips.</p>		

Question	Answer/Indicative content	Mark	Guidance
	<p>AO2</p> <p>In better responses the evaluation will be threaded through the explanation they give, demonstrating a holistic approach to answering these questions. They could, for example, point out the strengths or weaknesses of the verification principle while they discuss why the Vienna Circle came to their conclusions. They may assess the fact that while they were influenced by the Tractatus, Wittgenstein did not join their circle. Also they may discuss the way the principle is held to be self-refuting. Candidates may choose to argue that Hick's asymmetrical proposal for eschatological verification was, or was not, effective in defending religious language's meaninglessness without recourse to language games.</p> <p>Alternatively, they may assess the idea that while Wittgenstein may have produced a theory that allows people to talk meaningfully about their faith and God within the game they are playing, it does not mean that he has produced a situation where the language has any meaning or referent outside the game. Candidates may have recourse to the excluded middle in order to reinforce the point.</p>	35	

Question	Answer/Indicative content	Mark	Guidance
2	<p>'Boethius successfully demonstrated that God rewards and punishes justly.' Discuss.</p> <p>AO1</p> <p>Candidates may begin by explaining the context of the Consolation of Philosophy they have studied, and the way Boethius frames his theory as a discussion with Lady Philosophy. This could lead to a discussion of what it means to be divine and the contrast Boethius makes with those who have to live in the temporal world. This is likely to highlight the importance of the nature of the divine being as eternal as part of this argument.</p> <p>Candidates may then explore the discussion he has about the different kinds of necessity, one being simple and the other conditional. Many will point out that the difference between the two is the addition of the condition.</p> <p>Finally, they will have to discuss the importance of his argument in finding a solution to the question raised by the problem of evil that if God knows what we are going to do he is partly responsible for it and has no right to judge anyone.</p>		

Question	Answer/Indicative content	Mark	Guidance
	<p>AO2</p> <p>The key evaluation is the extent to which we can consider Boethius successful, though candidates may also assess the ideas that in narrowing his focus to produce this answer he raises more questions for Christian theology than he answers. For example, can he be judged as successful if his description of the nature of God casts doubt on the incarnation and the efficacy of prayer?</p> <p>Judged within the limits he sets up in his discussion, however, they may argue that he clearly has succeeded in saying that this almost Deist God who sees everything, the whole of the life of the universe, in one moment, does indeed reward and punish justly.</p>		

Question	Answer/Indicative content	Mark	Guidance
3	<p>Evaluate the philosophical claim that the soul cannot exist without a body.</p> <p>AO1</p> <p>Candidates may begin by comparing and contrasting classical views on the body/ soul distinction. Some may start by looking at the views of Plato on dualism and evaluate this by contrasting it with the views held by his pupil Aristotle. Others may begin with the views of Descartes even though he is not specifically mentioned on the specification.</p> <p>On more modern views, candidates might explore the ideas of Richard Dawkins or the thought experiment put forward by John Hick. Others may explore the issues surrounding the nature of disembodied existence in a more general way. Some may, for example, be aware of the now famous case of Pam Reynolds who, during surgery when all electrical activity in her brain had been switched off, was able to describe the music playing in the operating theatre and the instruments the surgeons used.</p> <p>Gilbert Ryle argued that such substance dualism distinctions are as contrary to the question's claim as making a category error. This might also be a creditable aspect of some responses.</p>		

Question	Answer/Indicative content	Mark	Guidance
	<p>AO2</p> <p>In their assessment candidates are likely to explore questions about what it would mean to have some sort of existence without a body. They may, for example, assess Aquinas' claim that we can expect to exist in a bodiless form between our death and being re-united with our glorified body in heaven.</p> <p>In their evaluation others may attempt to justify arguments which state that we are no more than organic machines and that when the machine stops we will have no further existence.</p> <p>Candidates might use or attempt to refute Ryle's argument in support of a particular view of the claim in the question, that such dualism, as say Plato or Descartes exhibit, displays a fatal category error.</p>	35	

Question	Answer/Indicative content	Mark	Guidance
4	<p>To what extent are miracles an essential part of God's creation?</p> <p>AO1</p> <p>Candidates may approach this question from a number of different angles, firstly depending on whether they agree with the statement. Some may, for example, point to the resurrection as the major miracle on which the Christian faith depends. To paraphrase St. Paul, if Christ did not rise from the dead then Christians are the most sorry of people. Christians believe that many miracles followed in the early centuries, of which many are fundamental to Christian belief. Others may point to Old Testament miracles which many would also believe significant to their understanding of creation.</p> <p>Alternatively, some may point to scholars, such as Wiles, who would argue that miracles far from being an essential part of creation actually undermine belief in an all-powerful, all loving God. Others may take it further and with Hume argue that miracles are not only the least likely of events but are only ever witnessed by those who might be considered ignorant or barbarous.</p>		

Question	Answer/Indicative content	Mark	Guidance
	<p>AO2</p> <p>Candidates have a range of approaches they might take to evaluate the statement. Some, for example, if they agree with the statement, may assess the extent to which there are strong arguments for miracles being an essential part of creation from the very beginning unless scholars can prove that the existence of the universe is an accident. Some may assess this view by using scholars such as Peter Atkins who argued that finding God in the big bang is the last gasp of the desperate.</p> <p>Those who use scholars such as Wiles may formulate an argument which says that far from being essential, belief in miracles significantly undermines belief in God being involved with his creation in any way.</p> <p>They may further argue, after Wiles, that the creating and sustaining of the universe might be understood as one great divine action, and thus he described as the unique miracle of existence, differentiating this from any claimed instances of special divine intervention.</p>		

APPENDIX 1 A2 Levels of Response

Level	Mark /21	AO1	Mark /14	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1–5	almost completely ignores the question <ul style="list-style-type: none"> little relevant material some concepts inaccurate shows little knowledge of technical terms. <i>L1</i>	1–3	very little argument or justification of viewpoint <ul style="list-style-type: none"> little or no successful analysis views asserted with no justification. <i>L1</i>
Communication: often unclear or disorganised; can be difficult to understand; spelling, punctuation and grammar may be inadequate				
2	6–9	A basic attempt to address the question <ul style="list-style-type: none"> knowledge limited and partially accurate limited understanding might address the general topic rather than the question directly selection often inappropriate limited use of technical terms. <i>L2</i>	4–6	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> some analysis, but not successful views asserted but little justification. <i>L2</i>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	10–13	satisfactory attempt to address the question <ul style="list-style-type: none"> some accurate knowledge appropriate understanding some successful selection of material some accurate use of technical terms. <i>L3</i>	7–8	the argument is sustained and justified <ul style="list-style-type: none"> some successful analysis which may be implicit views asserted but not fully justified. <i>L3</i>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	14–17	a good attempt to address the question <ul style="list-style-type: none"> accurate knowledge good understanding good selection of material technical terms mostly accurate. <i>L4</i>	9–11	a good attempt at using evidence to sustain an argument holistically <ul style="list-style-type: none"> some successful and clear analysis some effective use of evidence views analysed and developed. <i>L4</i>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	18–21	A very good/excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> very high level of ability to select and deploy relevant information accurate use of technical terms. <i>L5</i>	12–14	A very good/excellent attempt which uses a range of evidence to sustain an argument holistically <ul style="list-style-type: none"> comprehends the demands of the question uses a range of evidence shows understanding and critical analysis of different viewpoints. <i>L5</i>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

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