

GCE

Religious Studies

H173/01: Philosophy of religion

AS Level

Mark Scheme for June 2022

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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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Response: indicative content	Guidance
<p data-bbox="204 286 970 322">1. Critically discuss the nature of mystical experience.</p> <p data-bbox="204 356 927 454">AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul data-bbox="204 488 970 931" style="list-style-type: none"><li data-bbox="204 488 970 555">• aspects of religious experiences that distinguish them from ordinary experiences<li data-bbox="204 555 970 654">• William James's contention that mystical experience is typically marked by four common characteristics – ineffability, noetic quality, transiency and passivity<li data-bbox="204 654 970 752">• his further contention that the sense of elation experienced as a fruit of the experience is evidence for its significance<li data-bbox="204 752 970 851">• the idea that mystical experience gives a sense of union with a greater being that might be brought about through the practice of prayer<li data-bbox="204 851 970 931">• the use of specific examples studied to demonstrate characteristics of a mystical experience.	

<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the sense of otherness must come from somewhere • it is coherent to think that a deity would allow people to have direct experience of this nature since humans were created for personal relationships • the volume of religious experiences makes them more difficult to explain by other methods • the suggestion that personal testimony should be believed unless there is good reason not to • evidence from sacred writings that support experiences of this nature • mystical experience is explicable by psychological factors, such as wishful thinking • the idea of logical privacy might suggest that it cannot ever be proven one way or the other • the fact that mystical experience is interpreted in different ways by different traditions • the possibility of physiological explanations being more valid, for example vitamin deficiencies, illness or mind-altering substances • the argument that if there is a deity providing these experiences then this deity seems partisan in selecting recipients • with the evidence from other types of religious experience, such as corporate experiences and conversion experiences, there is sufficient grounds to accept their validity. 	
Response: indicative content	Guidance

2. Evaluate Descartes' solution to the mind/soul and body problem.

AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:

- Descartes' suggestion that it is possible to doubt all things, including the reality of his body because senses are unreliable, there is sometimes little distinction between dreaming and being awake and because there could be an evil demon in charge of the physical universe
- his subsequent certainty that he exists as a thinking being (cogito ergo sum – I think, therefore I am) pointing to the existence of the mind as an entity
- his conclusion that the mind must logically be a separate substance to the body
- his observation that the mind cannot be divided into parts, unlike the body
- his suggestion that the pineal gland is the location of the intersection between mind and body because he believed it to be the only singular entity in the human body.

While candidates may refer to Plato's theory of soul, their response must be focused on Descartes in order to access the highest level.

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

- Descartes uses the notion that two objects that do not share the same properties must not be identical and applies this to the mind and body
- he argues that the 'I' of our conscious minds cannot be divided
- he argues that in being able to doubt the existence of the body, there is a separate thinking mind
- the senses can, indeed, be doubted as different people experience different things when presented with identical situations
- dualism as a concept is demonstrated in the work of other thinkers, such as Plato

- the suggestion from psychology that it is possible to split consciousness
- the idea of doubt can be rejected on the basis that it is a property of our own minds, not the thing itself
- the pineal gland has been noted to have specific functions within the body, which undermines Descartes' approach
- dualism in general can be rejected on the grounds that it commits a category error
- evidence from modern genetics suggests that materialism is more coherent.

Response: indicative content	Guidance
<p>3. 'Anselm's ontological argument is <u>not</u> persuasive.' Discuss.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • Anselm's <i>a priori</i> argument in <i>Proslogion</i> begins with reference to the fool of the Psalms who says that there is no God: the atheist, who, in rejecting God must have an understanding of God in mind in order to reject the same • his understanding of God is 'that than which nothing greater can be conceived' • the first formulation of his argument in chapter 2 is that it is greater to exist in the mind as well as in reality than in the mind alone and so logically God, the greatest conceivable being, must exist in reality as well as the mind – thus God exists in reality • alongside this formulation is the comparison with the painter conceiving a painting which is different from a painter having completed this painting (thus two types of existence are established) – and which is greater when completed than when only conceived • the second formulation in chapter 3 explores the idea that we can consider contingent beings (that we can imagine not existing) and we can consider necessary beings (that cannot not exist); if God were a contingent being then he would not be the greatest conceivable being and so God must be a necessary being – and thus God exists necessarily. 	<p>While candidates may refer to Descartes' Ontological Arguments, their response must be focused on Anselm's theories in order to access the highest level.</p>

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

- in rejecting the argument, Anselm's contemporary Gaunilo suggested that if one were to apply the same logic to a greatest conceivable, but lost, island, one could imagine it but if one were told that it must exist one would feel that its existence had not been established in the first place
- Gaunilo also stated that other unreal objects existing in our minds does not make them real – such as gossip – and these unreal objects are different from any later real object – the painting in Anselm's analogy will be different from the conception
- it is surely possible to imagine God's non-existence as much as God's existence
- the argument might hold internal logic but it does not establish the existence of God, as Kant's example of a triangle shows
- a priori arguments cannot work to demonstrate existence because we need reference to our senses

- it is unreliable to try to prove God's existence using our senses (*a posteriori* methods)
- the Ontological Argument is internally coherent
- in arguing for God's existence Anselm was arguing for the existence of a different type of being to an island – a special case
- when discussing God's existence, we are discussing necessary existence, which does give relevant information about the nature of God, unlike contingent existence

- in combination with a range of other indications or arguments for God's existence, the ontological argument may be said to be persuasive.

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 1 (AO1) <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> • <i>Religious, philosophical and/or ethical thought and teaching</i> • <i>Approaches to the study of religion and belief</i> 	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
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Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	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)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • 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 <p>Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
4 (10–12)	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • 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 <p>Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
3 (7–9)	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> • 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 <p>Assessment of Extended Response: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
2 (4–6)	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • some argument attempted, not always successful • little successful analysis and evaluation 	

	<ul style="list-style-type: none"> • 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 <p>Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>
<p>1 (1–3)</p>	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • 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 <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>
<p>0 (0)</p>	<p>No creditworthy response</p>

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN**June 2021****H173, H573 AS and A Level Religious Studies**

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 RM Assessor 50% and 100% 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 or the messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses.

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional 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. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.
 - a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
 - b. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - c. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
 - d. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.

7. Award No Response (NR) if:
- there is nothing written in the answer space.
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.









8. The **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 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.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To 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

11. 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.
	(H573 only) Level six - 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

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 provide extended responses

As such, the quality of extended responses is 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*.

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