

GCE

Religious Studies

H173/01: Philosophy of religion

AS Level

Mark Scheme for June 2024

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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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Indicative content – Responses might include:	Guidance
<p>1. ‘Aristotle’s understanding of the Prime Mover is incoherent.’ Discuss. [30]</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"> • Aristotle believed the universe to be eternal, demonstrated by the eternal movement of celestial bodies: continuous motion involves the change from actuality to potentiality and back to actuality as things are drawn towards the final cause • Aristotle’s view of the universe was influenced by the ancient Greek notion of pre-existing matter; so the universe does not require a beginning • Aristotle argued for an ultimate final cause called the Prime Mover which draws everything towards itself without changing itself examples such as being attracted to a magnet might be given • the Prime Mover is pure actuality, has no potentiality, and cannot know of anything except itself and so contemplates only itself because otherwise, it might react in some way to that which it knows • while Aristotle uses the word for ‘god’ to describe the Prime Mover, it is a purely deistic concept and not a relational God, such as the divinity described by theistic religions. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • natural things do seem to have a purpose/telos to which they are drawn in some sense and the Prime Mover would explain this • the notion of the Prime Mover is in line with the sense that all things are moving • an examination of the issues arising from a deity that is impassive and immutable, compared to one that must change because the deity is relational • it is appealing to think that there is a final cause for everything because of the human desire to seek ultimate purpose • the Prime Mover does not explain why matter came to be • it is not clear how the Prime Mover could not be aware of the natural world 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none">the idea of telos could simply be a human invention, which would make purpose extrinsic, not intrinsic – this would mean that there is no need to suppose a Prime Moveras the Prime Mover cannot be observed empirically, there is no evidence for its existence other than suppositiona comparison with Plato's Form of the Good as an alternative explanation for the solutions to ultimate questions.	Where candidates choose to compare Aristotle with Plato, they must ensure that they remain focused on the question.

Indicative content – Responses might include:	Guidance
<p>2. Evaluate the view that Gaunilo's criticisms of the ontological argument are weak. [30]</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"> • Gaunilo's criticisms of Anselm's ontological argument begin by supposing the existence of a greatest conceivable island with all riches and delicacies, which, when one is told about it, exists in the mind. To be told that this island exists because it is better to exist in reality than just in the mind, does not prove that it does exist • this refutes Anselm's argument that God, the greatest conceivable being, must exist because it is greater to exist in reality than simply in the mind and so, as the greatest possible being, God must exist in reality • Gaunilo argued that there are many unreal objects in people's minds and people might even believe that they exist, but this does not make them real (as with the example of gossip); he also argued that nothing can be understood in the mind alone – it will differ between people • Gaunilo rejected Anselm's painter analogy because there is a clear difference between the idea in the mind and the final painting • Gaunilo rejected the suggestion that all humans have a common understanding of God • Gaunilo argued that we cannot define something into existence and also that we can imagine something not existing as much as we can imagine it existing. 	
<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 idea that all elements of Anselm's first formulation of the ontological argument are rejected by Gaunilo successfully, suggesting Anselm was simply embarking on word play • the rejection of Gaunilo's argument on the basis that islands are not like God – there is no intrinsic maxim for them • the arguments made by Anselm in his reply to Gaunilo in which he reaffirmed his second formulation (necessary and contingent beings) and observed that, by definition, God is a special case • Anselm's response that the painter analogy is simply an analogy: he was not arguing that the painting is God 	<p>Where candidates choose to use Kant's attack on the ontological argument, they must ensure that they remain focused on the question.</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none">• Anselm argued that the best possible version of all things is that which is attributed to God, further demonstrating God to be a special case• Kant's arguments might be used to support the criticisms of Gaunilo: the idea that a subject must exist in the first place in order to be described, and the idea that existence should not be seen as a determining predicate.	

Indicative content – Responses might include:	Guidance
<p>3. 'The evidence of suffering in the world demonstrates that God does <u>not</u> exist.' Discuss. [30]</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"> the problem of evil, and the presence of suffering in the world, is considered to be one of the greatest challenges to religious belief: attempts to 'defend' God and to justify the presence of suffering in a world created by God are called theodicies The evidential problem of evil- the existence of suffering is evidence that God cannot exist many philosophers frame the problem of evil and suffering in the 'inconsistent triad'. If God is all loving (omnibenevolent) and all powerful (omnipotent) then he should not want suffering in the world and he should be able to prevent it, so logically there should be no suffering the theodicy of Augustine suggests that God did not create or allow suffering, but allowed Adam and Eve free will, as otherwise they could not freely choose to love and serve him. They used this free will to disobey him, leading to the Fall where suffering and evil entered the world the theodicy of Irenaeus, reworked by Hick, suggests that evil and suffering exist in the world in order to allow people to respond to them with compassion and love, bringing them closer to being like God. The world is a 'vale of soul-making' for non-religious people suffering may seem to be to the result of evolution and survival of the fittest. Suffering is caused simply by the laws of physics and the way the world is. 	
<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 sheer amount of suffering, particularly innocent suffering, cannot be justified if God is all powerful and all loving. It is disproportionate to any purpose it serves accepting suffering as a consequence of the Fall means accepting an outdated and unscientific world view freedom is not possible without consequences, which include suffering the elements of the inconsistent triad are not accepted by all 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none">• God is deeply involved in the suffering of the world, as shown by the Crucifixion. Those who suffer share in the passion of Christ and are mystically and intimately connected with God• Christians are called upon to work to reduce suffering in the world• God created the ‘best of all possible worlds’ that allows true freedom to exist• the rewards of living a Christian life will outweigh the suffering experienced on earth• suffering is ultimately a mystery that humans, as finite beings, cannot comprehend, but must accept with faith, as Job learned to do	

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"> 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 : <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	

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 • 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>	
1 (1–3)	<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>	
0 (0)	No creditworthy response	

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 2024

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:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **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

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 -

- a) provide extended responses

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

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