



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2022**

Religious Studies

Assessment Unit AS 8

assessing

An Introduction to the Philosophy of Religion

[SRE81]

MONDAY 13 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

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

Candidates should be able to:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

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

Levels of response

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

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

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

Other Aspects of Human Experience at AS Level

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

Synoptic Assessment at A2 Level

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

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

Quality of written communication

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

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

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

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

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

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

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

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

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

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked • Demonstrates comprehensive understanding and knowledge • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very high degree of relevant evidence and examples • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response to the question asked • Demonstrates a high degree of understanding and almost totally accurate knowledge • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very good range of relevant evidence and examples • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A good response to the question asked • Demonstrates a reasonable degree of understanding and mainly accurate knowledge • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A good range of relevant evidence and examples • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response to the question asked • Demonstrates limited knowledge and understanding • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A limited range of evidence and/or examples • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]
1	<ul style="list-style-type: none"> • A basic response to the question asked • Demonstrates minimal knowledge and understanding • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • Little, if any, use of evidence and/or examples • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis • An excellent attempt at the application of beliefs, values and teachings to the question asked • An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • An excellent attempt at providing personal insight and independent thought • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis • A very good attempt at the application of beliefs, values and teachings to the question asked • A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A very good attempt at providing personal insight and independent thought • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis • A good attempt at the application of beliefs, values and teachings to the question asked • A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A good attempt at providing personal insight and independent thought • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis • A limited attempt at the application of beliefs, values and teachings to the question asked • A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience • A limited attempt at providing personal insight and independent thought • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience • A basic attempt at providing personal insight and independent thought • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

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

Section A

AVAILABLE
MARKS

Answer **one** question from Section A

- 1 (a) “God has a purpose for the existence of evil and suffering.”
Examine this statement with reference to the Irenaean theodicy.

Answers may include:

- A brief outlining of the Irenaean theodicy with particular reference to the claim that God is responsible for the existence of evil and suffering.
- Irenaeus’ view of the primary importance of human freewill and the need for God to be at an epistemic distance from humanity.
- A discussion of Irenaeus’ response to the evidential problem of evil.
- Reference to Irenaeus’ writings *Against Heresies*.
- Evil and suffering as essential for true moral development, to become Children of Light and reach a New Jerusalem.
- Irenaeus’ view that God has designed the world for optimum human and spiritual development.
- Reference to Irenaeus’ view of the two-fold stage of human development: – made in God’s image, growing into God’s likeness (Genesis 1:26, 27).
- Reference to Irenaeus’ citing of the example of Job.
- An exploration of the distinction between natural and moral evil, and between human potential and human actuality.
- Evidence from both natural and moral evil, that it seems to be purely accidental or contingent with no purpose of any sort as Irenaeus suggests.
- A discussion as to the extent to which created humanity is responsible for their actions.
- Irenaeus’ theodicy as a “soul making” theodicy, with assurances of universal salvation.
- Clarification of the terms suffering, evil and theodicy.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Evaluate the claim that Irenaeus fails to answer the problem of human suffering. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- An exploration as to whether or not the Irenaean theodicy fully addresses the problem of human suffering.
- An exploration of the Inconsistent Triad and the impossibility of reconciling all three components thereof.
- A critique of Irenaeus' theodicy as having little scriptural support and/or as failing to address the personal nature of human suffering.
- An analysis of the strengths and weakness of the Irenaean theodicy.
- Reference to named writers concerning the continued and unresolved problem of human suffering such as Camus, Wiles, Dostoyevsky.
- Reference to atheistic views – human suffering as a product of evolutionary processes and the rejection of any theodicy seeking to justify God's existence in a world of evil and suffering.
- Possible comparison between selected theodicies as being better or worse at addressing the problem of human suffering.
- Counterchallenges to the stated claim, support for and development of the Irenaean theodicy by subsequent scholarship including Plantinga and Hick.
- An exploration of the strengths of the Irenaean theodicy in addressing the issue of human suffering.
- Reference to the scale, scope and unjust nature of human suffering.
- Human suffering and evil as a mystery and not necessarily a problem to be solved.
- Reference to examples of historical and/or contemporary suffering.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) With reference to specific examples, discuss the main features of religious experience.

AVAILABLE
MARKS

Answers may include:

- Reference to specific examples of religious experience, contemporary and/or historical and how these reflect key features of religious experience.
- An exploration of a range of key features of religious experience.
- Reference to specific types and examples of religious experience such as conversion experiences, natural revelation, prayer, mystical experiences.
- Reference to specific groupings/categories of religious experience, e.g. Regenerative, Charismatic, Mystical.
- An exploration of relevant features such as numinous, ineffable, noetic, subjective.
- An exploration of selected religious experiences as recorded within sacred texts.
- Reference to key terminology such as awe, *mysterium tremendum*, *mysterium fascinans*.
- A discussion of scholarly views concerning religious experience such as Rudolph Otto or William James' classification of religious experience.
- Otto's definition as "*mysterium tremendum et fascinans*" and what this may refer to.
- An exploration of the views of theists such as Kierkegaard and Swinburne concerning religious experience.
- Clarification of the term religious experience.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “Mystical experiences are subjective and verification is impossible.”
To what extent is this true? Justify your answer.

AVAILABLE
MARKS

Answers may include:

- An exploration of the veracity of mystical experiences.
- A clarification of the term mystical experience.
- Mystical experiences as being highly subjective and personal and thus by their very nature unverifiable.
- Empiricism’s rejection of all supernatural experiences as lying outside the world of the senses.
- The reply that mystical experiences are beyond empirical enquiry in that they are ‘sui generis’.
- Challenges to specific mystical experiences, for example, Teresa of Avila’s visions.
- Mystical experiences as drug induced or the product of mental instability. Would this necessarily undermine mystical experiences?
- Reference to Persinger’s Helmet and similar neuroscientific research.
- Reference to Dawkin’s claims in the ‘God Delusion’.
- Mystical experiences as delusional and psychologically damaging.
- Mystical experiences as the product of Divine revelation, an omnipotent and omnibenevolent God communicating with his Creation.
- Reference to the views of psychologists such as Jung (religious experience is real) or Freud concerning religious experiences.
- A discussion as to whether all phenomena can or should be verifiable, e.g. in terms of moral change; miraculous healing.
- Reference to the views of neuroethology.
- Reference to the classification of mystical experiences as unique and distinctive lying outside the scientific remit, since God is transcendent.
- Reference to support from Swinburne’s principles of Credulity and Testimony.
- An exploration of theism’s support for mystical experiences, God actively intervening in human experience.
- Reference to faith traditions and/or denominational support for selected mystical experiences.
- Possible reference to how over the centuries, mystics and their claims have generally been viewed with suspicion.

Accept valid alternatives

Mark in levels

(AO2)

[25]

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Section B

AVAILABLE
MARKS

Answer **one** question from Section B

- 3 (a) Explain any **two** of Aquinas' Five Ways to support the existence of God.

Answers may include:

- An exploration of any **two** of Aquinas' Ways/'proofs' for God's existence including the argument from motion, the argument from causation, the argument from contingency.
- Possible reference to Aquinas' writings including 'Summa Theologica'.
- An exploration of the central premises of any two of Aquinas' Ways.
- Reference to relevant analogies used by Aquinas to support his Ways – the archer, the fire, the domino effect.
- An exploration of the First Cause argument, as underlying the Three Ways.
- An exploration of Aquinas' rejection of the concept of infinite regression.
- A definition and classification of the Cosmological argument.
- Reference to influences on Aquinas' argument in the writings of Plato and/or Aristotle.
- Reference to Aristotle's Unmoved Mover.
- An exploration of Aquinas' Ways in supporting the case for the existence of God.
- Reference to continued support for Aquinas arguments by subsequent scholarship.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “The emphasis on human reason alone has led to the growth of secularisation.”

Assess the truth of this claim with reference to other aspects of human experience. Justify your answer.

Answers may include:

- An open-ended response citing possible historical and/or contemporary exemplification.
- Possible historical references to events that have led to decline in religious belief and the growth of secularisation, e.g. European Enlightenment.
- Religion being eclipsed by the values of humanism and ethical utilitarianism.
- The views of atheistic thinkers such as Atkins, Skinner, Dawkins concerning the inevitable growth of secularisation, religion as based on irrational and primitive ideas.
- Scientific and technological progress as going hand in hand with the growth of secularisation.
- An exploration of the aims of secularisation, notably the emphasis on scientific enquiry.
- An exploration of the views of Empiricism and its emphasis on knowledge attained through sensory experience.
- An exploration of the term secularisation.
- Reference to the views of the British, Irish or American Humanist Association.
- Reference to relevant selected issues where religious truths are challenged, for example, genetics, creation, gender.
- Reference to the challenges of post-modernism and the denial of truth.
- Counterchallenges to the stated claim, religion as founded upon Divine Truth.
- Theism’s engagement with scientific enquiry, reason as supporting the existence of a Deity.
- How being “made in God’s image” enables the capacity for reason.
- Reference to historical and/or contemporary examples of how religion has led scientific endeavour.
- Reference to Biblical truths being verified in history or testimony.
- Specific examples of secular states as denying access to freedom of information.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

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AVAILABLE
MARKS

- 4 (a) With particular reference to the views of Richard Swinburne, explain the Christian case in favour of miracles.

AVAILABLE
MARKS

Answers may include:

- An exploration of the views of Swinburne in support of miracles.
- A discussion of Swinburne's definition of miracle as a 'non-repeatable counter instance to a law of nature'.
- An exploration of the meaning and purpose of miracles as outlined by Swinburne, miracles as serving a Divine revelatory function.
- Reference to analogies used by Swinburne such as those of the floating feather, the toy box and the loving parent.
- Reference to Swinburne's Principles of Testimony and Credulity in support of eye witness testimony concerning miracles.
- An exploration of Swinburne's views concerning the laws of nature and the possibility of God suspending laws.
- An exploration of Swinburne's views concerning the frequency of miracles.
- Possible reference to a more general defence of miracles by apologists/philosophers.
- Reference to the views of Christian scholars such as Aquinas and Vardy in support of miracles.
- Reference to selected miracles as recorded within sacred texts.
- An exploration of the classification of miracles.
- An exploration of miracles as Special Revelation, miracles as revealing an omnipotent and omnibenevolent Deity.
- An exploration of the centrality of Jesus' resurrection within Christianity.
- Miracles as foreshadowing the Kingdom of God.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, evaluate the view that healing miracles are simply psychosomatic events. Justify your answer.

Answers may include:

- An open-ended response citing possible historical and/or contemporary exemplification.
- An exploration of what is meant by healing miracles as psychosomatic events.
- Reference to the placebo effect and the power of mind over matter.
- Reference to the views of psychologists concerning healing miracles.
- Clarification of the terms 'psychosomatic' and healing miracles.
- An exploration of the function of healing miracles.
- Theistic support for healing miracles, notably those recorded in sacred texts.
- An analysis of the veracity of selected healing miracles, historical and/or contemporary.
- Reference to places of healing and healing ceremonies.
- An exploration of the role of healers.
- the claims of Pentecostal/charismatic movements that miraculous healings actually do happen.
- The particular problem for some believers and others as to why some people are healed and others are not.
- Atheistic rejection of any form of Divine intervention and all miracles.
- Reference to the views of thinkers such as Wiles, Locke, Bonhoeffer, Hick and/or Atkins concerning miracles.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

Total

100

**AVAILABLE
MARKS**