

Mark Scheme (Results)

Summer 2013

GCE Religious Studies (6RS04)

Paper 1A

Philosophy of Religion

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

(a) Examine the argument and/or interpretation in the passage. (30)

| Level | Mark | AO1 |
|-------|-------|---|
| 1 | 1-6 | <i>Levels Descriptor</i> |
| | | Candidates may provide a simple summary of the passage with limited attention to key ideas. Candidates may: <ul style="list-style-type: none"> • mention a few unstructured ideas. |
| 2 | 7-12 | <i>Levels Descriptor</i> |
| | | Candidates may provide a basic understanding of the passage with a limited ability to select key information. They may present: <ul style="list-style-type: none"> • a simple version of the design argument • a few examples illustrating the design argument. |
| 3 | 13-18 | <i>Levels Descriptor</i> |
| | | Candidates may clarify the main line of reasoning regarding claims about God. Candidates may examine: <ul style="list-style-type: none"> • expressions such as a 'proof for the existence of God' • related elements in their course of studies, such as selected arguments for the existence of God • examples of religious language claims. |
| 4 | 19-24 | <i>Levels Descriptor</i> |
| | | Candidates are likely to demonstrate a clear understanding of the key views in this passage. Candidates may examine: <ul style="list-style-type: none"> • key themes within the passage • different elements in their studies, such as related anthologies in unit 4 • the differences between proof and probability • part of the key reasoning in the passage such as the view that the existence of God is not even probable. |
| 5 | 25-30 | <i>Levels Descriptor</i> |
| | | Candidates are likely to contextualise their answer by setting out the main background issues and highlighting the substantive ideas. This may include reference to Ayer's logical positivism. Candidates may examine: <ul style="list-style-type: none"> • the empirical background of logical • positivism the key terms and their use in • this passage • Ayer's line of reasoning, including the view that experiential • propositions are not deducible from other hypotheses • alone the distinctive arguments of this passage • scholarly contributions to an understanding of the views in this passage. |

(b) Do you agree with the ideas expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (20)

| Level | Mark | AO2 |
|-------|-------|---|
| 1 | 1-5 | <i>Levels Descriptor</i> |
| | | <p>Candidates may present a superficial account of:</p> <ul style="list-style-type: none"> a few cases for the design argument with a limited focus on the question. |
| 2 | 6-10 | <i>Levels Descriptor</i> |
| | | <p>Candidates may present basic arguments related to some ideas in the passage. Candidates may:</p> <p>Comment that the design argument has many weaknesses argues in a simple manner that a scientific</p> <ul style="list-style-type: none"> explanation is stronger. |
| 3 | 11-15 | <i>Levels Descriptor</i> |
| | | <p>Candidates may compare some views for and against the argument in the passage and come to their own line of reasoning. Candidates may:</p> <ul style="list-style-type: none"> present evidence to support Ayer such as Hume's critique of the design hypothesis comment on criticisms against Ayer such as the limitations of his account of language. <p>In terms of implications for religion candidates may argue:</p> <ul style="list-style-type: none"> that, as with Freud, religion should be seen as illusory. In terms of human experience candidates may argue: some types of religious experience may be beneficial such as James and the 'sick soul'. |
| 4 | 16-20 | <i>Levels Descriptor</i> |
| | | <p>Candidates are likely to present a critical evaluation of the reasoning in this passage, weighing up strengths and weaknesses of the arguments. By means of these discussions candidates are likely to build up a coherent and justifiable argument. Candidates may discuss:</p> <ul style="list-style-type: none"> material from relevant scholars such as Phillips to assess fully the key views in this passage alternative stances such as Wittgenstein's functional theory as a radically different model or a view that argues that Ayer's stance is basically correct but requiring development such as Flew. <p>Candidates may evaluate the implications for religion in the sense:</p> <ul style="list-style-type: none"> that religious belief is more than language claims, as seen in the work of Eliade and sacred times and sacred places. <p>From the perspective of human experience candidates may debate the view that</p> <ul style="list-style-type: none"> according to Dawkins religious belief is like a virus to be eliminated |

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