



Pearson

## Clarification regarding contributors and seminal figures in AS and A level Religious Studies

AS and A level – contributors and seminal figures

### Contributors

Within the specification content, most boxes include the expression: 'with reference to the ideas of...'. This indicates key contributors in relation to specific content areas. For example, in the extract below from Paper 1, W Paley and D Hume are listed as contributors:

<b>1</b> <b>Philosophical issues and questions</b>	1.1	Design Argument  a) Inductive reasoning, <i>a posteriori</i> types of arguments, interpretation of experience.  b) Types of order and regularity, role of analogy, cumulative effect of evidence, anthropic principle, regularities of co-presence and regularities of succession.  c) Strengths and weaknesses of Design Arguments: probability rather than proof, alternative interpretations, including evolution and deism. Challenges to the argument.  d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion.  With reference to the ideas of W Paley and D Hume.
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These scholars support a student's knowledge and understanding of the topic. They do not represent compulsory reading. Additional relevant contributors will be credited if deployed appropriately.

### ***Specified seminal figures***

Some topics specify names of seminal figures within the specification content and these may be mentioned in questions. For example, the extract below from Paper 4 Option E Judaism, specifies commentary by Rashi:

	2.2	<p>The development of Rabbinic Judaism</p> <ul style="list-style-type: none"><li>a) Commentary by Rashi and his pupils on Jewish scriptures in order to add explanations to clarify the text, and at times referred to contemporary events; commentary on the Babylonian Talmud and continued influence via tosafots.</li><li>b) Judah Halevi: unity between God and the People of Israel; piyyutim poems of the diaspora for festivals and Sabbath and his Songs of Zion; emphasis on religious experience and value of prophecy. Supremacy of the divine word in nature and the Law. Rejected Aristotelian philosophy, Christianity and Islam, presenting views to support Judaism.</li><li>c) Historical and religious context of these figures; nature of their authority and role of interpretation; influence on development of Rabbinic Judaism and significance in terms of emphases on selected Jewish beliefs.</li></ul> <p>With reference to the ideas of P Chaim and H Halkin.</p>
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In the extract below from the AS samples assessment materials for this option, the example question names Rashi.

### **3 Assess the significance of Rashi and his school for the development of Judaism.**

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### **A level Anthology**

Texts and scholars from the Anthology are used in compulsory questions at A level and these scholars will be named in questions. The context in which these texts could be studied is indicated by bracketed numbers in the detailed content, for example (4) in the extract below for Paper 1 Philosophy. These extracts are not exclusive to the topic areas under which they appear; students will need to be able to apply these extracts across any suitable topic.

	5.2	A comparison between a critic of religion, Bertrand Russell, and a religious believer, Frederick Copleston (4)  a) The context of the writings of Russell and Copleston and the way these ideas are applied to issues in religion and belief, including the argument from contingency and religious experience.
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