OCR

Oxford Cambridge and RSA

A Level Religious Studies

H573/01 Philosophy of Religion

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK **120**

MARKING INSTRUCTIONS

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

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.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

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. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
   b.   Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
   c.   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.

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

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.   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

10 Annotations

Annotation	Meaning
L1	Level one – to be used at the end of each part of the response in the margin.
L2	Level two – to be used at the end of each part of the response in the margin.

L3	Level three – to be used at the end of each part of the response in the margin.
L4	Level four – to be used at the end of each part of the response in the margin.
L5	Level five – to be used at the end of each part of the response in the margin.
	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.
SEEN	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. 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 this 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.

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, 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.

To use these grids:

Ddetermine the level: start at the highest level and work down until you reach the level that matches the answer.

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

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*.

Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1) *Demonstrate knowledge and understanding of religion and belief, including:* • *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.
6 (14–16)	An **excellent** demonstration of knowledge and understanding in response to the question: • fully comprehends the demands of, and focusses on, the question throughout • excellent selection of relevant material which is skillfully used • accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding	
5 (11–13)	A **very good** demonstration of knowledge and understanding in response to the question : • 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 (8–10)	A good demonstration of knowledge and understanding in response to the question: • 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 (5–7)	A **satisfactory** demonstration of knowledge and understanding in response to the question: • 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 (3–4)	A **basic** demonstration of knowledge and understanding in response to the question: • 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 (1–2)	A **weak** demonstration of knowledge and understanding in response to the question: • 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 A Level Religious Studies: Assessment Objective 2 (AO2) *Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study*	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.
6 (21–24)	An **excellent** demonstration of analysis and evaluation in response to the question: • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views skillfully and clearly stated, coherently developed and justified • answers the question set precisely throughout • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation *Assessment of Extended Response: There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.*	
5 (17–20)	A **very good** demonstration of analysis and evaluation in response to the question: • clear argument which is mostly successful • 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 *Assessment of Extended Response: There is a well–developed and sustained line of reasoning which is coherent, relevant and logically structured.*	
4 (13–16)	A good demonstration of analysis and evaluation in response to the question: • 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 *Assessment of Extended Response: There is a well–developed line of reasoning which is clear, relevant and logically structured*	
3 (9–12)	A **satisfactory** demonstration of analysis and/or evaluation in response to the question: • 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
	Assessment of Extended Response: There is a line of reasoning presented which is mostly relevant and which has some structure.
2 (5–8)	A **basic** demonstration of analysis and evaluation in response to the question:
	• 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
	Assessment of Extended Response: There is a line of reasoning which has some relevance and which is presented with limited structure.
1 (1–4)	A **weak** demonstration of analysis and evaluation in response to the question:
	• 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
	Assessment of Extended Response: The information is communicated in a basic/unstructured way.
0 (0)	No creditworthy response

Question	Indicative content	Marks	Guidance
1	**'The best approach to understanding religious language is through the cataphatic way.' Discuss.** *The following is 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. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:* • *demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid* **and** • *the analysis and evaluation of aspects of, and approaches to, religion and belief* **AO1** Candidates may demonstrate knowledge and understanding through the use of some of the following materials: • the distinction between the apophatic and cataphatic traditions and examples of each • an examination of the analogical tradition of cataphasis as a rejection of univocal and equivocal understandings of religious language • Scriptural examples of religious language providing positive assertions about divinity • Aquinas' understanding of analogy of attribution: that God may be understood where a description of God is used that has a causal link to	**40** **(AO1 16)**	Following the principle of positive awarding, if the response has confused the terminology but shows understanding of the concepts, appropriate credit should be given.

Question	Indicative content	Marks	Guidance
	God as the originator of that description		
	• Aquinas' understanding of analogy of proper proportion: that God may be understood where a description of God is used that can be raised proportionally to be an appropriate description of God		
	• a symbolic interpretation of religious language as a way of understanding earthly language as participating in the reality to which it points.		
	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.	**(AO2 24)**	
	• Some candidates might argue that the only approach to understanding religious language is through the cataphatic way because:		
	o negative statements cannot describe an object or person and so are not useful in describing religious ideas – indeed the apophatic way might lead to atheism		
	o analogy and symbol allow language to be based within the experience of a person while also allowing for the greatness of the divine		
	o a creator would logically have given humans the ability to understand ultimate questions even if not fully; this can only be achieved through language		
	o analogy avoids anthropomorphising God and avoids the vagueness of equivocal language and so it demonstrates that cataphatic language is useful		
	o some religions, which are based on the concept of revelation, are predicated on the idea that God has been shown to the world in a describable way, shown, for example, through Scriptures		
	o much philosophy and theology would be impossible without a		

Question	Indicative content	Marks	Guidance

	cataphatic approach to language.
	
	• Some candidates might argue that the only approach to understanding religious language is not through the cataphatic way because:
	
	    o words are limited and cannot serve to describe the infinite and ineffable
	    o denial of concepts is the best way to free oneself from the chains of those ideas
	    o when words are used God will always end up being anthropomorphised
	    o it is more respectful to the divine to preserve the idea of the otherness of God through the apophatic way
	    o the apophatic tradition is more than just about denial; it is about moving beyond language altogether and approaching the spiritual
	    o some types of cataphatic theology, such as symbol, can rely on emotions too much for the words to contain sufficient meaning.
	
	• Some candidates may combine these views and argue that the cataphatic way is a useful starting point for religious language and for the life of the religious believer but that there is a point at which the believer can become ready to use the apophatic way in their lives. It could be argued that all religious language speaks of what is unverifiable, and is therefore meaningless.		

Question	Indicative content	Marks	Guidance

Question	Indicative content	Marks	Guidance

2	**To what extent does Hume successfully argue that observation does <u>not</u> prove the existence of God?**
	
	The following is 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. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:
	
	   • *demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid and*
	   • *the analysis and evaluation of aspects of, and approaches to, religion and belief*
	
	AO1 Candidates may demonstrate knowledge and understanding through the
		40
		
		(AO1 16)
			
			Observation includes either, or both, the teleological and cosmological

Question	Indicative content	Marks	Guidance

	use of some of the following ideas:
	
	• details of arguments for the existence of God from observation, such as the cosmological and teleological arguments
	• Hume's empiricist view that without sufficient experience it is not possible to make judgements about ideas such as the creation of the universe or the existence of a designer
	• Hume's assertion that arguments from analogy are weak because of the inadequacy of comparing a corporeal object with an incorporeal one
	• Hume's assertion that the nature of a creator or designer is not correctly inferred from these arguments
	• the issues raised about the problem of evil, especially in the teleological argument
	• the logical fallacy of asserting that infinite regression is impossible
	• Hume's assertion of the fallacy of composition; the mistaken view that a totality must have an explanation even after the individual objects which compose that totality have been severally explained.
	
	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
	
	• Some candidates might argue that Hume does successfully argue that observation does not prove the existence of God because:
	
	    o the problem of evil cannot be solved, even with the classical theodicies
	    o Hume successfully illustrates the weaknesses of arguing from analogy
	    o Hume's fallacy of composition correctly challenges the premise behind arguments from observation
		(AO2 24)	arguments.

Question	Indicative content	Marks	Guidance
	- Hume correctly understands the need for experience in discussing the creation of worlds and/or universes, which we do not have - especially with modern understandings of cosmology and science, the balance of probability indicates that God does not exist, whatever observations might suggest. • Some candidates might argue that Hume does not successfully argue that observation does not prove the existence of God because: - Hume does not sufficiently challenge the arguments' processes, which begin with observations shared by all - the problem of evil is explained through the notion of free will - there is sufficient alternative evidence to add to the arguments to give a weight of evidence in their favour - it is more likely that there is a creator than the universe being brute fact or the result of chance - the cosmological and teleological arguments can work alongside modern understandings of the origins of the universe, world and human life. • Some candidates may combine these views and argue that Hume is partially successful in his points because the arguments do not prove the nature of the creator even if they do prove the existence of a supreme being.		

Question	Indicative content	Marks	Guidance

Question	Indicative content	Marks	Guidance
3	**Assess Boethius's view that divine eternity does not limit human free will.**	**40**	
	The following is 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. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:		
	• *demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid and* • *the analysis and evaluation of aspects of, and approaches to, religion and belief*		
	AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:	**(AO1 16)**	
	• the issue is that if God is outside time then God must know what choices will be made in the future and therefore that human free will is limited • the importance to Boethius of comparing the eternal divine nature with temporal human nature so as to understand that God's knowledge is very different to human knowledge • Boethius's understanding of God's eternity in terms of all things being simultaneously present to God • Boethius's distinction within God's knowledge of all things as necessary, between simple and conditional necessity, the distinction being the addition of the condition		

Question	Indicative content	Marks	Guidance

	• Boethius's statement that God's providence, seeing all in a simultaneous present, in no way determines a human person's free decision to act
	• Boethius's conclusion that human free will is retained and God continues justly to reward and punish those who deserve it.
	
	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
	
	• Some candidates might argue that Boethius's argument is successful because:
	   ○ it validly emphasises the inaccessibility of human understanding relative to God
	   ○ it successfully distinguishes between human perceptions of the divine nature and God's nature itself and therefore challenges other limited approaches
	   ○ it maintains God's eternity and avoids the pitfalls of placing God within time
	   ○ Boethius was successfully developed by later philosophers, for example Anselm in his four-dimensionalist approach
	   ○ he successfully defends the classical nature of God.
	
	• Some candidates might argue that Boethius's argument is not successful because:
	
	   ○ it requires Christian theology as a whole to be examined afresh and is therefore contradictory to revealed theology
	   ○ it assumes the existence of God
	   ○ a different model of God, such as God being within time, provides a different and more successful understanding of the nature of human freedom
	   ○ Boethius assumes that human freedom needs to be preserved
		(AO2 24)	

Question	Indicative content	Marks	Guidance
	○ the idea of God's timelessness is incoherent; God created time and must therefore have a relationship to it. • Some candidates might combine these views and argue that Boethius is partially successful and was more successfully developed by later thinkers who preserve the relationship between God and humanity.		

Question	Indicative content	Marks	Guidance
4	**'Corporate religious experiences are less reliable than individual religious experiences.' Discuss.** *The following is 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. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:* • *demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid and* • *the analysis and evaluation of aspects of, and approaches to, religion and belief* **AO1** Candidates may demonstrate knowledge and understanding through the	40 **(AO1 16)**	

Question	Indicative content	Marks	Guidance

	use of some of the following ideas:
	
	• examples of different types of corporate religious experience that have been studied
	• examples of different types of individual religious experience that have been studied
	• the views and main conclusions of William James on religious experience in terms of mystical experience and conversion experience
	• the idea that reliability of religious experiences can be found through looking for a common core to them
	• the idea that religious experiences can, for some, be measured through the fruits of the experience
	• the idea that, for some, personal testimony or witness is enough to support the validity of individual religious experiences.
	
	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
	
	• Some candidates might argue that corporate religious experiences are less reliable than individual religious experiences because:
	
	    o corporate religious experiences may be the result of mass hysteria or similar phenomena
	    o some forms of corporate religious experiences are relatively recent events whereas there is a longer tradition of individual religious experiences
	    o corporate religious experiences do not seem to lead to long-lasting change in a person
	    o some corporate religious experiences are closely associated with very specific types of Christianity, which do not have a
		(AO2 24)	

Question	Indicative content	Marks	Guidance

	weight of following behind them
	  ○ some corporate religious experiences are more easily induced through music, atmosphere or repetition.
	
	• Some candidates might argue that corporate religious experiences are more reliable than individual religious experiences because:
	
	  ○ there are a greater number of witnesses; the logical privacy of the individual experience is not relevant
	  ○ there is less of a sense of ineffability, thus God is communicating in human terms
	  ○ there is a commonality to many corporate experiences where people experience the same things as each other and sometimes on more than one occasion
	  ○ it is unlikely that many people will have been affected by factors that might have induced or fabricated the religious experience, but more possible that this could happen to an individual
	  ○ it might be argued to make more sense for a deity to communicate with a range of people, rather than a few.
	
	• Some candidates might combine these views and argue that corporate religious experiences and individual religious experiences have equal credibility:
	
	  ○ by suggesting that there are sufficient counter-explanations that apply to both
	  ○ by suggesting that a deity would reveal themselves to humans in a range of ways, including individuals and groups.		

Assessment Objective (AO) Grids

AO1 Mapping	Assessed?	Question
Demonstrate knowledge and understanding of religion and belief, including:		
• religious, philosophical and/or ethical thought and teaching	Y	1-4
• influence of beliefs, teachings and practices on individuals, communities and societies		
• cause and significance of similarities and differences in belief, teaching and practice		
• approaches to the study of religion and belief.	Y	1-4

AO2 Mapping	Assessed?	Question
Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	Y	1-4