

Teacher Resource Bank

GCE Religious Studies Unit C (RSS03) *Philosophy of Religion* June 2009 Examination Candidate Exemplar Work:

• Candidate A



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2009 (June) Unit C Philosophy of Religion

Example of Candidate's Work from the Examination

Candidate A

1 (a) Explain Aquinas' cosmological argument.

(30 marks) AO1

Candidate Response

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AO1 (30 marks)

This is an example of a response that avoids starting the answer with a repetition of the question set. The first few sentences are always difficult for candidates but this answer addresses the question directly. No time is wasted and the candidate gets straight into the relevant material.

The explanation of the First Way is given using the relevant terms (e.g. potentiality, actuality). The logical form of the argument is given with reference to rejection of infinite regression. The conclusion of the unmoved mover is identified as "God".

The answer is set out in clear paragraphs that identify a new point. Again, in explaining the Second Way the form of the argument is set out with rejection of infinite regression and the conclusion that there must be "God".

The Third Way addresses the contingent/necessity argument.

The material is well presented in that it is focussed and concise. The candidate clearly has good knowledge and understanding.

The candidate was awarded a level 6 (26 marks). The reason that it was not awarded full marks was the lack of examples, especially in explaining the First Way and Aquinas' understanding of "motion". The idea of contingency and necessary being also lacked explanation.

Level 6 (26 marks)

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(b) Assess how far Aquinas' cosmological argument shows that it is reasonable to believe in God.

Candidate Response

(15 marks) AO2

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AO2 (15 marks)

The candidate focuses on the problem of using empirical evidence to conclude that God exists. However, the weakness/strength of the argument was not always expressed clearly. Some attempt was made at analysis/comment and there was recognition of more than one point of view. There was also an attempt at some reflection of the criticisms, which provided evidence of a process of reasoning.

The main weakness of the answer was that it had limited discussion about "reasonableness". The aspect of "how far" was also brief in its conclusion.

As a result, the answer was awarded a level 5.

Level 5 (10 marks)

AQA

2 (a) Examine the variety of forms of religious experience.

(30 marks) AO1

Candidate Response

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AO1 (30 marks)

The focus of this question was on the variety of forms, both across forms and within forms. There are three categories of religious experience listed in the Specification, but other categories were credited since no particular category was named in the question.

This candidate focussed on the three listed in the Specification (vision, conversion and mysticism). They clearly had an understanding of the material but drifted into just listing the four main characteristics of mysticism given by William James. There were no examples to illustrate the variety and no reference to varieties within mysticism such as monistic and theistic.

The review of visions was very brief and the examples not explained or linked to the features of visions. The material on conversions did have illustrations of gradual and sudden but was limited to just those features.

It was **not** a fairly thorough treatment within the time available (level 6). However, there were some examples given to illustrate the forms and some attempt was made to discuss the three main types of religious experience. Key ideas and facts were included. Hence, it was awarded a level 5 (21 marks).

Level 5 (21 marks)

2 (b) 'Only those who have had a religious experience can fully understand what a religious experience is.' Assess this claim.

(15 marks) AO2

Candidate Response

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This means hat as many philosophers word and the means a religious experience means noningto mose ortside of a religiers comminity if the religious commenting is not willing Injunderstand how can anyone understand Havever here are some arguments het suggest hat we can inderstand a religious experience Untrat experiencing at anself. ? Many world argve hat we have come to know A rang common charaderistics not what has are inefable. & These common Characteristiss have Suntame and withan James catagorize religious experience, herefere we can get song inderstanding about how a religious number DIANK 26 Cxpenerce as fer carrin people Not only his bit many people fellow in he 1001steps and idolise mose hat have had a religious experience for example Jellow ne Sinnah a lifestrory of the prophet Mhammad who had a peligias experience. This shows now reach bough prehaps one can no filling understand he veligias experienceitself, one can indestand the projound effect it has had you people, surely bringing he closer to wat it is like to have a veligious experience 12 hb To - Conclude although we have come to know many common characteristics of poligicus experience we have also come to know the main ne ahich is mettability. It pereferescons incredibly hard (crowneone who has northad a religious experience to understand what me lS

AQA

AO2 (15 marks)

This evaluation question is taken from the Specification directly and so should be very accessible to candidates. This candidate demonstrates the problem of getting into the answer and so wastes a paragraph by virtually writing out the question.

The second paragraph has a clear argument supporting the claim that only those who have had an experience can fully understand what a religious experience is.

The next paragraph focuses on the subjective nature of the experience and gives further support to the claim. The candidate then gives a confusing argument which needed further explanation to make the point clearer.

Thus far, the candidate has just listed arguments in support. There has been no real reflection on those arguments. Now the candidate starts to list arguments against the proposition. There is some analysis with the comment about not fully understanding the experience itself but can understand the effect it has on people.

The conclusion follows with an attempt to justify a weighting on one side rather than the other. Certainly there is evidence of a reasoning process and some attempt at a final evaluation, drawing the answer to a conclusion. However it is limited. Hence it was awarded a lower level 6.

Level 6 (12 marks)