

GCE 2004
June Series



Mark Scheme

Religious Studies Specification

RS01: An introduction to Religion and

Human Experience

(Subject Code 5061/6061)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Dr Michael Cresswell Director General

Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

[Marks for 15-mark questions are shown in brackets]

Level	AS Descriptors for Quality of Written Communication in AO1 and AO2	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks
5	Appropriate form and style of writing, clear and coherent organisation of information, with appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.	A thorough treatment of the topic within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples.	13-15 [9-10]	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments and are critically analysed. A process of reasoning leads to an appropriate conclusion.	13-15
4	Appropriate form and style of writing; generally clear and coherent organisation of information, mainly appropriate and accurate use of specialist vocabulary; good legibility and fairly high level of spelling, punctuation and grammar.	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples.	10-12 [7-8]	A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning.	10-12
3	Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary. Satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding.	7-9 [5-6]	Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence.	7-9
2	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.	An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence.	4-6 [3-4]	A simple argument, with some evidence in support.	4-6
1	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Isolated elements of accurate and relevant information. Slight signs of understanding.	1-3 [1-2]	A few basic points which are relevant, but no real argument.	1-3
0	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0

RS01: An Introduction to Religion and Human Experience**1 Read the passage and answer questions (a) and (b) which follow.**

“Religious experiences have a part to play in all religions, and they come in many different forms. Some visions, for example, are terrifying, while others are inspiring. Mystical experiences are also varied, both in their content and in their impact.”

(a) Explain what is meant by visions.

The stimulus encourages the candidate to consider contrasting visions, and the best answers will reflect diversity within this form of religious experience.

Religious experiences distinguished by their visual element. Various types of vision. Some private, others public. Religious figures or places (e.g. Heaven and Hell); strange creatures (e.g. Ezekiel’s vision).

Maximum Level 4 (7 marks) for answers with no example / illustration

Maximum Level 4 (7 marks) for answers reflecting no diversity.

(10 marks) AO1

(b) Outline the main characteristics of a mystical experience.

Main characteristics are usually offered in terms of William James’ analysis (passive, ineffable, noetic and transient); Happold; Stace; introvertive / extrovertive.

Examples are not required in this answer.

Maximum Level 4 (7 marks) if no diversity within mystical experiences is reflected.

(10 marks) AO1

2 (a) Explain the role of scripture as an inspiration for faith and practice.

The answer may, but need not, be limited to one religion. It is likely that most candidates will focus on a single set of scriptures, e.g. the Bible, the Qur’an, The Gospels, The Tripitaka, but this is not necessary.

The question focuses on the role of scripture. Answers that focus entirely on the content of the scriptures will be incomplete – see below.

The answer may focus on the **effect** of the content of the scriptures on believers past and present, e.g. the ways in which the laws / stories / examples have inspired believers. Reference may also be made to the impact of reading / hearing the scriptures, e.g. their power to convert, and to their role as a medium through which the voice of God is heard. The role of the scriptures in worship and as a source of prayer is also relevant.

Maximum Level 3 for answers which cover the content of the scriptures but not how that content inspires.

Maximum mid Level 4 (11 marks) for answers which deal with only one of faith or practice and for answers without illustration / examples.

(15 marks) AO1

- (b) *Explain the main characteristics of a revelation experience, and assess the view that revelation experience has little value as a source of faith and practice in religion today.*

Explain

Revelation as the communication of truth(s) through supernatural means (sometimes labelled as propositional revelation) and / or as ‘seeing as’ or ‘interpreting as’ (sometimes labelled as non-propositional) becoming aware of the workings of the divine through nature and / or history. Mystical experiences with a strong noetic content may also be seen as ‘revelation’ and answers relating to non-theistic religions may show that a moment of insight (e.g. in meditation) is a moment of revelation.

Maximum Level 4 (7 marks) for answers lacking illustration / example.

Maximum Level 4 (7 marks) for answers limited to one view of revelation.

(10 marks) AO1

Assess

Content depends on tradition(s) selected. Ideas include: positive impact of the experience of important people (with examples) but negative, or no, impact of the ‘experiences’ claimed by others. Reasons for limited value include limited number of people having such experiences.

Developed answers

Should explicitly deal with continuing relevance of revelation experiences – but not necessarily with revelation experiences **happening** today.

(15 marks) AO2

3 (a) Explain the role of scripture as a source of authority in religion.

The answer may, but need not, be limited to one religion. It is likely that most candidates will focus on a single set of scriptures e.g. the Bible, the Qur'an, The Gospels, The Tripitaka, but this is not necessary.

The question focuses on the role of scripture. Answers that focus entirely on the content of the scriptures will be incomplete – see below.

Answers may focus on the role of the scriptures as:

- a source of teaching and commandments that may be regarded as words of God;
- a record of perfect example to be used as a role model;
- a record of religious experiences which provide criteria by which individuals can judge their own experiences today.

Where appropriate, answers may show that beliefs about the authority of scriptures vary within, and between, faiths – e.g. that the Bible's role is different for a fundamentalist Christian from what it is for a liberal. Answers may also show that there are different types of scripture within religions, each accorded a different type of authority: e.g. shrti and smrti in Hinduism, Qur'an and Hadith in Islam.

Maximum Level 3 (8 marks) for relevant information about the content of the scripture with no account of its role.

Maximum Level 4 (11 marks) for:
answers without examples / illustrations
answers without recognition of diversity within / between traditions.

(15 marks) AO1

(b) Explain the claim that scripture may be interpreted in different ways, and assess the view that scriptures divide believers rather than unite them.

Explain

Explanation of differing ways of interpreting scripture (e.g. literal and symbolic) with examples. Common examples include: the creation story (Genesis 1); bread and body of Christ; passages concerning life after death.

Maximum Level 4 (7 marks) for answer without examples / illustration.

(10 marks) AO1

Assess

Argument that scriptures divide may be based on the different interpretations offered or introduce new areas of doctrinal, historical or ethical debate, e.g. divorce; abortion.

(15 marks) AO2