

# General Certificate of Education

## Religious Studies 6061

*Studies in Religion and Human Experience RS12*

### Mark Scheme

*2006 examination – June series*

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

# Examination Levels of Response

## Religious Studies Advanced Synoptic Unit

[Marks for 10-mark questions are shown in brackets]

Level	Unit 12 Descriptor for Quality of Written Communication in AO1 and AO2	Unit 12 Descriptor AO1	Marks	Unit 12 Descriptor AO2	Marks
5	Highly appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and very high level of accuracy in spelling, punctuation and grammar.	Extensive and mature understanding of connections between several different elements of the course of study are demonstrated. A thorough treatment of the topic, which may be in depth or breadth. Information is accurate and relevant. A thorough understanding is shown through good use of relevant evidence and examples. Where appropriate good knowledge and understanding of diversity of views and / or scholarly opinion is demonstrated.	17-20 [9-10]	Elements of the course of study are related in a mature and perceptive way to their broader context and to the specified aspect of human experience. A very good response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed and evaluated perceptively. Effective use is made of evidence to sustain an argument. Systematic analysis and reasoning leads to appropriate conclusions. There may be evidence of independent thought.	17-20
4	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.	Good knowledge and understanding of some connections between several different elements of the course of study are demonstrated. A generally thorough treatment of the topic. Information is accurate and relevant. Good understanding is demonstrated through use of relevant evidence and examples. Where appropriate, alternative views and / or scholarly opinion are satisfactorily explained.	13-16 [7-8]	Elements of the course of study are satisfactorily related to their broader context and to the specified aspect of human experience. A good response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought are discussed. A process of reasoning leads to an appropriate conclusion. There may be some evidence of independent thought.	13-16
3	Mainly 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 accuracy in spelling, punctuation and grammar.	Reasonable knowledge and understanding of some connections between different elements of the course of study are demonstrated. A satisfactory treatment of the topic. Information is mostly accurate and relevant. A reasonable understanding is demonstrated through use of some relevant evidence and examples. Where appropriate, some familiarity with diversity of views and / or scholarly opinion is shown.	9-12 [5-6]	A sensible attempt is made to relate elements of the course of study to their broader context and to the specified aspect of human experience. A satisfactory response to issue(s) raised. Views are explained with some supporting evidence and arguments, and some critical analysis. A conclusion is drawn that follows from some of the reasoning.	9-12
2	Form and style of writing appropriate in some respects; some of the information is organised clearly and coherently; some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	Some relevant connections are made between at least two elements of the course of study. A superficial answer, which includes the key facts and demonstrates limited understanding using some evidence / examples. Where appropriate, brief reference may be made to alternative views and / or scholarly opinion.	5-8 [3-4]	A little understanding is shown of basic relationships between some elements of the course of study and their broader context or the specified aspect of human experience. Main issue is addressed with some supporting evidence or argument, but the reasoning is faulty, or the analysis superficial or only one view is adequately considered.	5-8
1	Little clarity and coherence in organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.	Some attempt is made to connect two or more elements of the course of study. Isolated elements of accurate and relevant information. Some signs of understanding. Evidence and examples are sparse.	1-4 [1-2]	Some simple reasons or evidence are given in support of a view that is relevant to the question.	1-4
0	Little clarity and coherence in organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.	Nothing of relevance.	0	No valid points made.	0

## **RS12: *Studies in Religion and Human Experience***

### ***Religious Experience***

**1 (a) *Examine two different types of religious experience.***

Expect choice from:

Conversion

Mystical

Vision

Revelation.

Other religious experience may be offered, accept if clearly shown to be such, take care with Near-Death Experiences unless clearly related to religion.

Examination should deal with:

**Characteristics** should include description and scholarly reference where applicable, e.g. James on characteristics of mystical experience.

Examples need to be related to the particular experience, e.g. St Paul and conversion.

**Process** is acceptable provided it is acknowledged, e.g. St. Bonaventure three stages of a mystical experience.

There should be some attempt at **definition** as well as some detail about either the process or the characteristics. There will be some examples given.

Levels awarded according to the breadth or the depth of examination. Where a few different types are given, they must have depth. Watch accuracy of examples to illustrate religious experience.

Maximum mid Level 3 where only one example given, no matter what the depth.

If more than two types

(i) rubric infringement

(ii) award best two responses.

**(20 marks) AO1**

- (b) *Explain how religious experience can influence moral behaviour, and assess how far religious experience is necessary for dictating moral behaviour in the 21<sup>st</sup> century.*

Expect answers from:

Revelation with laws provided, e.g. Ten Commandments

Conversion leading to changes of behaviour

There may be references to personal or displaced religious experiences

Must be linked to influence

**Explain**

Explanation needs to show the influence or link between religious experience and moral behaviour. Thus, the best answers could refer to Moses' religious experience on Mount Sinai leading to 613 laws, which in turn leads to Ten Commandments as a summary, and thus the guidance or behaviour such as 'do not commit adultery', which finally leads to a debate about literal and metaphorical adultery, i.e. explanation needs to detail the process of influence.

**(10 marks) AO1**

**Assess**

Best might pick up dictating, could refer to Absolute Word of God: leading into assessment.

Expect debate focussed around religious and non-religious people. Some discussion about dictating moral behaviour. Some examples of moral behaviour not related to religious experience. Also example of some which relate to religious experience and which even the non-religious might follow, e.g. the Ten Commandments.

Maximum Level 3 for assessment where the candidate simply provides a straight forward presentation of 'for' and 'against' with no debate around the issue showing that there is a balance and no simple solution. Where there is no attempt to weigh up a situation with discussing strength, and weaknesses too.

**(20 marks) AO2**

- 2 (a) ***Examine how religious experience may be regarded as a foundation for establishing religious movements.***

Expect answers from:

Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Must show how the religious experience is related to foundation, e.g. Muhammad receives Qur'an which is central to Islam, or Buddha achieving enlightenment and from this follows scripture and guidance to living the Buddhist life according to the Eightfold Path.

**Examine**

Requires some consideration of the religious experience and how it is related to the foundation, which may well require some further reference to the movement(s) to show how elements are regarded as a foundation. Accept reference to only one religion with depth, as well as an answer showing breadth with reference to different religions. Levels awarded according to depth and breadth.

**(20 marks) AO1**

- (b) ***Examine how the validity of religious experience can be tested, and assess the significance of religious experience for religious people today.***

**Examine**

Expect answers which refer to 'test' like:

Teresa of Avila three tests

Swinburne two testimonies

Or there may be definitions of types of experience against which others can be tested by matching experience to characteristics or possibly even process.

Candidates need to show how validity could be tested and must refer to particular tests to demonstrate how they might be applied. Specific examples of religious experience might help support an answer but are not necessarily required. Levels awarded according to depth, breadth and application of tests.

**(10 marks) AO1**

**Assess**

Note that the answer must focus around religious people today

Will focus around these issues:

those who accept religion but not religious experience today

those who see the need for religious experience both in terms of previous events (revelation) and need for people today (conversion).

Some candidates may show that previous, valid, experiences are accepted but not present day ones. Discussion should show that the significance will vary from religion to religion and within religion. Candidates may well also show that different religious experiences might be treated in different ways – the more personal, the less likely to be accepted by others.

Maximum Level 3 for assessment where the candidate simply provides a straight forward presentation of 'for' and 'against' with no debate around the issue, showing that there is a balance and no simple solution. Where there is no attempt to weigh up a situation with discussing strengths and weaknesses too.

**(20 marks) AO2**

**Religious Authority**

**3 (a) Examine the source(s) of religious authority.**

Expect reference to:  
God  
Scripture  
Revelation  
Tradition  
Religious leaders  
Religious institutions.

Examination requires some demonstration of how chosen example(s) really is a source, i.e. other forms of authority or other religious elements are based upon it. Thus candidates could use God as an example of how it can be said other elements all follow from God and his revelation, for example. Mid Level 3 if the answer lacks focus upon source when example is religious authority. Level awarded according to depth and breadth of answer.

**(20 marks) AO1**

**(b) Explain how religion uses/religions use authority, and assess how significant authority is for religion(s) today.**

Expect reference to:  
Any of list in part (a) related to use, e.g. scripture's authority used to control behaviour; examples will probably be needed, or, for example, tradition may be used to determine behaviour, e.g. Christian with question of women priests.  
Pope has God's authority used by church to sanction teaching.  
Authority used to meet challenges both from within and without the religion  
To determine behaviour and practice.

The explanation needs to include an example of an authority, and then refer to how a particular religion uses the example. Level awarded according to explanation of use.

**(10 marks) AO1**

**Assess**

Expect discussion about the different types of authority and whether one is more important than another.

Some candidates may move to a discussion about authority in general and choose examples such as Roman Catholic and Quaker to look at authority as a whole.

Assessment needs to focus upon significance and should be restricted to religion today.

Maximum Level 3 for assessment where the candidate simply provides a straight forward presentation of 'for' and 'against' with no debate around the issue showing that there is a balance and no simple solution. Where there is no attempt to weigh up a situation with discussing strengths and weaknesses too.

**(20 marks) AO2**

- 4 (a) ***Choose two major types of religious authority and explain their significance for religion.***

Expect choice from:

God

Scripture

Institution

Leaders

Founder.

Accept others provided that it is well established why an authority

Significance needs to be established, e.g. leaders help to explain implications of God's will given in scripture and help to apply to modern day situation.

Explanation of significance should show how two chosen examples are important. Can have different religious examples, e.g. Scripture in Hinduism, Judaism and Islam. If only one authority exemplified, maximum mid Level 3. Levels awarded according to depth and breadth of examples, and reference to significance.

If more than two types

(i) rubric infringement

(ii) award best two responses.

**(20 marks) AO1**

- (b) ***Examine how religious authority has been challenged, and assess how successful religion is when it meets challenges to its authority.***

Expect challenge from within the religion and from outside the religion

Challenges to religious authority are likely to be from science, scriptural criticism, etc.

Criticism from within – one example conflict over interpretation / understanding of scripture.

In both cases there should be good examples with commentary to highlight the challenge element.

Examination should focus around the challenge. Award levels according to depth / breadth of answer. Examples should focus on religious authority and not simply religion. Maximum mid Level 3 if only religion, i.e. not sufficiently focussed upon authority.

**(10 marks) AO1**

#### **Assess**

There will need to be examples from which an assessment about success can be made. Success may also need to be qualified.

Expect some answers to deal with the example chosen and then assessment of challenge. Assessment should focus upon the success of the religion in meeting a challenge to authority. Again, if it is a general response only to religion, maximum mid Level 3, i.e. not focussed upon authority.

Maximum Level 3 for assessment where the candidate simply provides a straight forward presentation of 'for' and 'against' with no debate around the issue showing that there is a balance and no simple solution. Where there is no attempt to weigh up a situation with discussing strengths and weaknesses too.

**(20 marks) AO2**

## Life, Death and Beyond

**5 (a) Examine what religion teaches / religions teach about death and beyond.**

Answers may deal with death and beyond separately or as simply beyond, accept either approach. Candidates may refer to one or more religions, again accept either – levels thus awarded according to depth and breadth. Must refer to teaching which may move beyond simple scripture. Answer must focus upon teaching, may exemplify by referring to practice.

Mid Level 2 if only practice; not related to teaching.

**(20 marks) AO1**

**(b)(i) Explain the views of one or more religion about the relationship between life on earth and what happens after death.**

Expect answer to focus upon judgement or ideas like Karma  
There should be reference to particular religion(s) with examples  
Relationship should be established.

Expect some examples of religious / moral behaviour on earth. An answer does not need to be restricted to specific teaching, i.e. can be generalised – follow teaching of religion and you will go to heaven. Levels awarded according to views and demonstration of relationship.

**(10 marks) AO1**

**(b)(ii) Assess how far a belief in life after death can be acceptable for people in the 21<sup>st</sup> century.**

Expect response from religious and secular aspects.  
There needs to be assessment of ideas in terms of credibility and this needs to be related to 21<sup>st</sup> century.

Answer does not need to be restricted to religion either in terms of belief or the people. Best answers should show real attempt to assess ‘how far’ they can demonstrate that it is not a simple belief that there is or there is not life after death.

Maximum Level 3 for assessment where the candidate simply provides a straight forward presentation of ‘for’ and ‘against’ with no debate around the issue showing that there is a balance and no simple solution. Where there is no attempt to weigh up a situation with discussing strengths and weaknesses too.

**(20 marks) AO2**

**6 (a) Examine ideas about the nature and value of human life in the 21<sup>st</sup> century.**

Answers will be from either a religious or secular aspect – either or both are acceptable.

There should be reference to both nature and value.

Nature is likely to focus on the fundamentals of humans.

Examination will require reference to specific ideas, e.g. Nature, the idea of evolution: the idea that human life is God-given. Award levels according to depth and breadth of answer.

**(20 marks) AO1**

**(b) Explain what is meant by eschatology and apocalyptic teaching, and assess the significance of eschatology and apocalyptic teaching for people today.**

Expect two possible approaches, one dealing with explanation of eschatological and apocalyptic teaching, where candidates are likely to focus upon the future, and judgement and the future. The other approach is to explain what is meant by eschatology, the doctrine of the last things and then the apocalyptic teaching, the unveiling of the ‘hidden’ which may include the future, i.e. deal with them separately. Best answers are likely to give specific examples.

**(10 marks) AO1**

**Assess**

Assessment is left open: thus both a religious and non-religious approach can be assessed. Reference to failure of religion as a whole is acceptable provided it is related then to the specific, i.e. religion discredited therefore teaching about ‘hidden’ and ‘future’ is too. Assessment element is required with focus upon significance not just whether the idea is acceptable.

Again, accept answers which either deal with apocalyptic and eschatological as separate or as one. Expect some discussion focussed around concepts and ‘hidden’ and ‘future’ as well as judgement. May have some reference to life after death as example but examples must be related to significance of eschatology and apocalyptic teaching.

Maximum Level 3 for assessment where the candidate simply provides a straight forward presentation of ‘for’ and ‘against’ with no debate around the issue showing that there is a balance and no simple solution. Where there is no attempt to weigh up a situation with discussing strengths and weaknesses too.

**(20 marks) AO2**