



General Certificate of Education

Religious Studies (5061/6061)

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

Mark Scheme

2007 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.

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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) ***Explain the different methods scholars might use to verify a religious experience.***

Methods must focus upon verify.

Explanation is required, not simply statement.

Expect reference to scholars such as Swinburne.

There should be examples of application / demonstration how the verification works.

Accept definitions / descriptions provided that they are clearly related to verification.

There may be reference to two or three types of religious experience.

Allow for non-proof but must lead to clarification for proof.

(20 marks) AO1

- (b)(i) ***Examine the influence religious experience has as a source of faith for religious people.***

Expect statement of religious experience and then link to faith, e.g. conversion to personal faith.

Expect faith to be personal or faith meaning particular religion / movement.

Expect either starting faith / enhancing or strengthening.

Answer should refer to source either directly / indirectly.

(10 marks) AO1

- (ii) ***Assess the claim that religious experience has been discredited within religion today.***

Needs to be clear statement about:

a Positive value,

b How religion can exist without religious experience.

Should be discussion about different approaches to religious experience by religions / movements.

'Discredit' demonstrated but not related to religion today. Maximum top Level 2.

Maximum of 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 balance and no simple solution. Also where there is no attempt to weigh up a situation by discussing strengths and weaknesses.

(20 marks) AO2

- 2 (a) ***Explain how scholarship helps to identify the different types of religious experience.***

Needs to deal with variety with reference to: conversion; mysticism; vision; revelation; prayer; (watch that Near Death Experience is related to religious experience), etc. Either by depth or breadth.

Accurate reference to different scholars (named) and specific religious experience.

Expect reference to description and some definitions.

(20 marks) AO1

- (b)(i) ***Examine how religious experience helps to determine religious practice.***

Different approaches are possible; some might give example of people practising in a particular way to elicit a religious experience. Another approach will be to show that some religious experiences cause people to then behave in a particular way, conversion, or revelation especially where practice is established (10 Commandments).

(10 marks) AO1

- (ii) ***'Religious experience is only of value long after the event.'***

Assess this claim.

Likely that there will be discussion about personal need to be immediate and those which influence many to be for the future.

Might be some discussion about different types of religious experience needing to be either immediate or later in effect. Likely to be some evaluation of religious experience showing that later it was more appreciated because of the outcome, the conversion of Saul.

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

(20 marks) AO2

Religious Authority

3 (a) Examine the variety of types of religious authority.

Expect answers which look at the source type of authority, i.e. God and then look at those / that which exercise authority, e.g. God / scripture and then church / priest.

There should be a variety of 'authorities' referred to, best answers should be able to show how they are an authority / the way the authority is exercised. In the variety there may be a range from the religious conscience through to religious leaders.

(20 marks) AO1

(b)(i) Examine the importance of religious authority in one religion you have studied.

Must be **one** religion (maximum of Level 3 if this is ignored).

Expect examples of the use of authority in the religion, e.g. Judaism and the absolute authority of God and his revelation. May be examples like the Pope. Answers should refer to the importance of examples given.

(10 marks) AO1

(ii) 'Even when it is exercised by a religion, few people accept authority today.'

Assess this claim.

Discussion needs to be focused upon examples of religion exercising authority likely to lead to view that non-religious people generally do not accept religious authority whilst the religious are more likely to, but there are exceptions, Roman Catholics and contraception, or secular people still agreeing with most of the 10 Commandments.

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

(20 marks) AO2

4 (a) Examine the nature of the sources of authority within religion.

There can be a simple statement 'it is all from God', but there should be clear indications about how all authority comes from God.

Likely to be scripture and leaders used as sources; again there must be clear demonstration of how they are a source to get beyond Level 3.

Nature is likely to be some exploration of the source exemplified, e.g. God with all-embracing powers becomes easily recognisable as a source of authority. Some may choose to refer to different religions by way of contrast, others keep to one – either will do.

(20 marks) AO1

(b)(i) Examine secular challenges to religious authority.

Challenges need to be exemplified, can be historic or contemporary.

Must show how the example really is a challenge to religious authority and not simply to religion in general, to get above Level 3.

(10 marks) AO1

(ii) Assess the effect of religious authority on religious people today.

Watch response is restricted to religious people and religious authority.

Should be an attempt to show that there will be a variety of responses, even within one religion, e.g. Christianity from Roman Catholic to Quaker.

Answers need to keep to effect and be able to give some example, but can also show how the effect is negative or that religious authority can sometimes be ineffective.

Maximum of 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 balance and no simple solution. Also where there is no attempt to weigh up a situation by discussing strengths and weaknesses.

(20 marks) AO2

Life, Death and Beyond

5 (a) Examine different religious beliefs about existence after death.

Must show different beliefs; maximum of Level 2 if not.

Expect linear and cyclical.

Emphasis is upon existence after death; variety needs to be shown; best answers will show for example that Hinduism and Buddhism have very different ideas. Some might take an historical view showing changes in beliefs in one religion, e.g. Christianity.

(20 marks) AO1

(b)(i) Explain how one or more religions you have studied use(s) symbolism to express beliefs about life after death.

Answers can range from different religions, images of judgement to Tibetan Buddhist Bardos, but may focus upon one.

Answers should show how the symbolism does express beliefs, thus some brief reference to beliefs is needed with each symbol referred to.

Accept answers which refer to symbolism in, for example, scripture.

(10 marks) AO1

(ii) 'There is no evidence for any form of existence after death, and any beliefs about such an existence are purely wishful thinking.'

Assess this claim.

Expect debate about:

Near Death Experiences with possible debate about evidence.

Religious teaching about life after death, Christianity with evidence for life after death?

Philosophical issues about existence after death.

Maximum of 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 balance and no simple solution. Also where there is no attempt to weigh up a situation by discussing strengths and weaknesses.

(20 marks) AO2

6 (a) Examine eschatological and apocalyptic teaching about life after death.

Expect outline of eschatological and apocalyptic teaching, probably from one religion, then demonstration of the link to life after death.

Expect strong emphasis upon judgement.

Best answers will give specific example of teachings about beliefs.

Maximum Level 4 (mid) if only one aspect chosen.

(20 marks) AO1

(b)(i) Examine the importance of the present life in one religion you have studied.

Need to refer to specific religious teachings, might use examples of teaching about the value of human life. Might relate present life to a judgement and the need to get this life right in preparation for judgement.

Watch keeping to question; thus evaluation is not acceptable here.

(10 marks) AO1

(ii) 'Teachings about life after death are not relevant as a guide to people living their lives in the 21st century.'

Assess this claim.

Might argue that for non-religious this is true. Can refer to approach of Pascal's wager. Should show that for some religious people teachings are very important and will guide their lives, there should be specific examples of teachings and their effect on lives. Might choose to focus upon the relevant, i.e. people today do not think about death as lives are so long? Or idea that it only affects the old or those near to death.

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

(20 marks) AO2