

GCE 2004
June Series



Mark Scheme

Religious Studies Specification

RS12: Studies in 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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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) *“I have had a religious experience; you must listen carefully to my message.”*

Explain how one might set out to verify a claim like this.

Expect traditional answers drawing from the range of religious experience tests. References to James, Stace, Otto, Swinburne etc must show that these attempts at verification can be applied.

Note that the question is about verification.

Other possible approaches could include attempts at verification using philosophy, e.g. Flew.

There could be a suggested Gamaliel style of approach, i.e. wait to see whether the hand of God is there.

Basic answers

Will probably tend towards description rather than verification. Examples will be limited in variety and depth.

Developed answers

Will have good focus upon verification with link to specific experiences and clear reference to styles of verification.

(20 marks) AO1

- (b) *Explain how any religion(s) can be said to be founded upon a similar claim and assess how important religious experience is for religious people today.*

Explain

Most religions have the idea of God providing an experience upon which founder has based message - Judaism, Islam, Christianity, Hinduism and probably Buddhism, although this might be contentious.

In each case look for clear example of experience leading to foundation and this must be shown.

Note that this latter part has kept to the wide religious experience, thus conversion, prayer, vision etc are as significant as the direct founding experience of God.

Also expect responses about spiritual encounters.

Basic answers

Will provide limited reference to experience and slight link with foundation. Level 3 if example is reform not foundation of movement.

Developed answers

Will give good detail for experience(s) and show clear links with foundation.

(10 marks) AO1

Assess

In the second part there must be assessment and thus there should be argument for and against the importance of religious experience. There may be attempts to compare with other religious aspects, like scripture and authority having more importance. Assessment should be founded upon religious people.

Basic answers

Will be limited to showing religious experience is important with little counter consideration.

Developed answers

Will consider importance of religious experience balanced against ideas that other factors are important for religious people.

(20 marks) AO2

- 2 (a) *Explain the different types of religious experience.*

References should be made to the major types of experience: visions, mysticism, revelation, prayer.

The explanation should be to consider the characteristics of these styles of experience.

Basic answers

Will be limited either in range of experiences offered or in explanation.

Bottom of Level 4 if only one type.

Developed answers

Will have a good range of experiences with full explanation provided, and appropriate exemplification..

(20 marks) AO1

- (b) *Examine the different ‘tests’ which can be applied to a claim that a person has been involved in a religious experience, and assess how valuable such ‘tests’ are when determining whether the person has had a religious experience.*

Examine

Expect reference to the various scholars who have considered religious experience: James, Otto, Stace, etc.

Where necessary the candidate should be able to relate the ‘test’ to a particular style of religious experience, like vision with James, Rambo and Farhadian with conversion.

Basic answers

Will be limited in detail / range of tests.

Developed answers

Will have full detail for tests and full range.

(10 marks) AO1

Assess

Look for discussion about the value of the tests. Most will set this against the personal approach. Thus expect discussion of objective versus subjective.

The question also allows for consideration of ‘other’ approaches to verification and thus expect this.

Basic answers

Will provide limited reference to verification and are likely to miss the objective versus subjective.

Developed answers

Will provide clear pros and cons with regard to verification and see links with subjective / objective.

(20 marks) AO2

Religious Authority**3 (a) Examine the different types of authority within religion.**

There needs to be reference to the standard types of authority: God, the Church (or similar institution), Scripture, also concepts like Holy Spirit (Spirit of God), prophets, the community.

Explanation requires some information about each as an authority, with some example.

Basic answers

Will be limited in different types of authority / will not give full explanation.

Bottom of Level 4 if only one type.

Developed answers

Will give good range and offer full explanations.

(20 marks) AO1

(b) Examine the different challenges to religious authority, and assess how successful these challenges have been.**Examine**

Examination can be varied, e.g. the challenge of science, e.g. creation versus evolution. Other possible areas for consideration: philosophy, secularism, scriptural criticism. All of these act to question some of the roots held by many religious authorities.

Basic answers

Will be limited in the range of challenges with clear links to religious authorities.

Developed answers

Will give good range of challenges clearly linked to religious authority.

(10 marks) AO1

Assess

The second section requires debate about whether the challenges seem to work and assessment of the effect or otherwise upon religion. It will be acceptable for candidates to keep their discussion to one religion if they choose.

Basic answers

Will struggle to show the success / failure of challenges.

Developed answers

Will give good examples of success / failure supported with detail.

(20 marks) AO2

4 (a) *Explain the sources upon which religious authority is based.*

There will need to be some recognition of types of authority: scriptural, institutional, individuals (e.g. prophets). Explanation is sought for the basis of these authorities likely to be God, linked to ideas of revelation, with consideration of ideas about God's continuing influence through concepts like Holy Spirit (spirit of God). Focus must be upon sources not types of authority.

Basic answers

Will be limited in explanation / detail of sources.

Developed answers

Will have good explanation of source and the relationship with authority.

(20 marks) AO1

(b) *Examine examples of religious challenges to secular authority, and assess how successful religion is when it presents challenges to secular authority.*

Possible areas for example could come from present day or historic. The former: some aspects of Christianity and Islam challenging America and the United Kingdom. and the desire to bomb Iraq. In the case of the latter, the Roman Catholic Church challenging Galileo.

Basic answers

Will be limited with example / depth of explanation.

Developed answers

Will give good range of examples with detailed explanation.

(10 marks) AO1

Assess

The second part will depend upon examples chosen. They do not need to be the same as in the first section. Must be clear about what criteria are being used for assessment of success, e.g. stopping secular or causing a change of approach.

Basic answers

Will be limited in range and assessment of success.

Developed answers

Will have good range of examples with sharp focus upon success and failure.

(20 marks) AO1

Life, Death and Beyond

- 5 (a) ***Explain religious ideas about both the nature of human life and the value of human life.***

Nature

Will need reference to ideas about man as found in texts like Genesis, e.g. imperfect, relationship with God, superior to other animals, in the image of God, mortal, liable to suffer. Hindu concepts of the relationship between man and the gods.

Value

Possible references here to ideas about man serving God, carrying out his purpose. Buddhist ideas about self improvement.

Bottom of Level 4 if only one dealt with.

Basic answers

Will be limited in number of religious ideas / not relate fully to nature and value in explanation.

Developed answers

Will have good range of religious ideas with good explanation of both nature and value.

(20 marks) AO1

- (b) ***Explain how religion considers there to be a relationship between life on earth and life after death, and assess the significance of ideas about life after death for people today.***

Explain

Reference should be made to teachings about judgement and the link between behaviour whilst on earth with example of religious teaching about behaviour and judgement.

Basic answers

Will be limited in explanation and example of the link between life and death.

Developed answers

Will provide good explanation with supporting examples of the link(s).

(10 marks) AO1

Assess

In the second part discussion needs to be focused upon traditional teachings from religion and the secular world with interest upon immortality, spirits etc. Note not limited to religious people here.

Basic answers

Will be limited in assessment of ideas of life after death for people today.

Developed answers

Will give good range of ideas which are valued, set against those which are often dismissed.

(20 marks) AO2

6 (a) *Explain the symbolism of life and death found in religion.*

Identification of symbols like stories or parables, e.g. Jesus' parable of the Rich man and Lazarus, with some explanation about how these are related to ideas about life after death. In the case of practice, reference could be made to preparation and burial ceremonies as in Judaism which point to life after death. Symbols like the cross in Christianity which point to resurrection.

Basic answers

Will be limited in examples provided / detail of explanation.

Developed answers

Will have good range of example with full explanation.

(20 marks) AO1

(b) *Examine some of the concepts of spiritual life on earth held by religion, and assess the value of these concepts for people today.*

Examine

Reference to aspects of religion which focus upon the spiritual elements like Sufism, Kabbalah, mystics, etc. There should be information about ideas held by such people and what they have to say about the spiritual element to life. Allow for example of life after death, provided it is linked to spiritual life with example.

Basic answers

Will be limited in range of concepts / examination in depth.

Developed answers

Will have good range of concepts with full examination.

(10 marks) AO1

Assess

In the second section assessment needs to be focused upon people today and whether such ideas appeal or are seen as credible. Probably should acknowledge that for some they are and others totally reject such ideas, with some explanation about why.

Basic answers

Will be limited in range of concepts and proper assessment seeing both value and rejection.

Developed answers

Will have good range of concepts with full assessment for both religious and possibly secular today.

(20 marks) AO2