



General Certificate of Education

Religious Studies 5061

RS01 An introduction to Religion and Human Experience

Mark Scheme

2005 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 Subsidiary) AS Level Descriptors

[Marks for 10-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.*

“Religions teach that their scriptures have been inspired or revealed and that it is this fact which gives them their authority. It is also obvious that, for many believers, the scriptures are an inspiration for faith and practice.”

- (a) ***Summarise the teachings of one religion about the inspiration or revelation of its scriptures.***

Most candidates are likely to choose the main scripture(s) of a tradition, e.g. The Qur’an, The Bible, The Tripitaka, but it would also be acceptable use a section of the full scriptures, e.g. The Gospels, The Torah. Candidates may write about **either** revelation, **or** inspiration, **or** both.

The summary should reflect some diversity / breadth of view for Level 5.

e.g. differences of opinion within a religion, e.g. Christianity; different views about different types of scripture (e.g. smṛti / śruti within Hinduism); the various prophetic experiences.

(10 marks) AO1

- (b) ***Explain how the scriptures may be an inspiration for both faith and practice.***

The question refers to ‘faith and practice’ and the best answers should deal with both.

Answers may include:

Impact of the example of religious leaders / founding figures
Power / presence, mediated through words
Random reading disclosing divine will (linked to inspiration)
Wonder or Awe generated by the material.

For an answer dealing with only one of faith or practice, maximum mid Level 4 (7 marks).

For an answer lacking example(s), maximum mid Level 4 (7 marks).

(10 marks) AO1

- 2 (a) ***Explain the main characteristics of the following type of religious experience: conversion.***

Conversion

e.g. Revulsion with existing state / passivity / crisis experience / suddenness of change / emergence into new life. Must also allow outline of more gradual / voluntary change, and of experiences which appear to have nothing leading up to them.

Answers lacking explanatory example(s) maximum Level 4 (11 marks).

Answers lacking diversity / breadth maximum Level 4.

(15 marks) AO1

- (b) ***Summarise the main features of a mystical experience, and assess the view that mystical experience has little authority for believers today.***

Summary

A number of approaches are possible:
e.g. outline of the four features identified by James; divine union / marriage;
introvertive / extrovertive. Look for coherent over-view in highest level answers.

(10 marks) AO1

Assess

This may be answered with evidence from organised religion today and / or from a more general perspective, e.g. doubts about mystical experience because of its subjective nature / ineffability / previous conflicts with ‘orthodox’ teaching.

For answers with no reference to ‘today’, maximum Level 4 (11 marks).

(15 marks) AO2

- 3 (a) ***Explain what it means to say that scripture may be interpreted either literally or symbolically.***

‘Scripture’ may be taken to mean entire Holy Books (e.g. the Bible), or individual passages (exceptionally, one complex passage would be sufficient if it illustrated all the points the candidate intended to make).

Candidates should choose and discuss particular passages / words to illustrate different types of interpretation. Choices include passages concerning God / Nibbana / Brahman, Creation, Virgin Birth, Homosexuality.

(15 marks) AO1

- (b) ***Explain how scriptures may be used as a source of authority in religion, and assess the view that the scriptures provide believers with a complete guide to life.***

How

Uses as a source of authority include:
Source of law and doctrine, illustrated with reference to the chosen tradition(s);
providing principles on which laws can be based and examples which are definitive role models; conferring authority on others (e.g. Peter in the Gospels).

Without examples / illustration, maximum Level 3.

(10 marks) AO1

Complete guide to life

Details depend on the tradition(s) chosen. There may be obvious ‘modern’ topics not directly dealt with in scriptures that do not reflect the modern context, but the principles laid down in the scriptures and examples of how others applied them may provide an adequate basis on which to make decisions on modern issues. Divine Guidance may be mediated through scriptures today as much as previously or the pathways illustrated in scripture have as much relevance now as then.

(15 marks) AO2