



General Certificate of Education

Religious Studies 6061

RS12 Studies in 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 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 the different descriptions and definitions of religious experience that scholars have provided.*

Expect reference to scholars like:

James

Stace

Rambo

Farhadian

Otto

Each should have an outline of definition with clear explanation.

Distinction between description and definition needed (Level 3 maximum if not shown)

Best answers should distinguish between general / generic and specific allied to particular religious experience (maximum Level 4 if not shown).

Basic answer

Will lack detail outlined above, with muddled approach not providing the required distinctions.

Developed answer

Will provide most of the above.

(20 marks) AO1

- (b)(i) *Choose one religion and explain what importance it gives to claims of religious experience.*

Named choice required

Good range, with specific examples. At least 3 examples for Level 4 and above.

Basic answer

Will lack range and example.

Developed answer

Will provide both as required.

(10 marks) AO1

- (ii) *Assess the value of religious experience for religious and non-religious people today.*

Examples needed. Must refer to particular types of religious experience. Must example both religious and non-religious people.

General, non-specific answers only maximum Level 2.

Only religious or non-religious people maximum Level 4 (14 marks).

Must have full assessment for Level 4 and above.

Basic answer

Will fail to follow requirements as detailed.

Developed answer

Will tackle most of the requirements set out above.

N.B. Credit AO1 and AO2 material in whichever part of the question (b) answer it occurs.

(20 marks) AO2

- 2 (a) *Examine ways in which a religious experience might be verified.*

Accept:

Definitions*

Descriptions*

Philosophical approaches

*May go for public or private verification.

Basic answer

Will lack the precision as above and become generalised. Will not provide the detail required for methods of verification.

Developed answer

Will have most of the requirements as above.

(20 marks) AO1

- (b)(i) *Examine the relationship some people see between faith and religious experience.*

Brief definition of faith, perhaps using belief 'in' and belief 'that'.

There needs to be reference to specific types of religious experience, with discussion about faith 'before' or faith 'after'.

Best answers will have examples to strengthen points made.

Basic answer

Will fail to tackle the requirements, lacking breadth of approach, detail explanation or example.

Developed answer

Will meet most of the above requirements.

(10 marks) AO1

- (ii) *Assess the influence religious experience has had upon religious practice and teaching about moral behaviour.*

Must assess link between both. Examples are required and a good range (either from within one religion or across different religions).

Assessment needed, i.e. examples where no influence.

Basic answer

Will lack assessment and full exemplifying.

N.B. Credit AO1 and AO2 material in whichever part of the question (b) answer it occurs.

(20 marks) AO2

Religious Authority

- 3 (a) *“Religion relies upon authority.”*

Examine this statement with reference to one or more religion(s) you have studied.

Expect good range for authority:

Conscience

God / Spirit

Institution

Scripture

Revelation

People (prophets, etc.)

Teaching

Tradition.

These must be illustrated with the reference to religion(s) and some examination of the ‘relies’ aspect, which may be implied.

If no reference to one or more religions maximum Level 3.

Description and no examination maximum Level 4.

Basic answer

Will lack either range or detailed examination.

Developed answer

Will deal with a good selection of the above (at least 5) with full examination.

(20 marks) AO1

(b) “All religious authority is ultimately human.”

Explain what this statement means, and assess how far it is true.

Explain

Should show relationship between human authority which claims its authority, sometimes from God. Examples from part (a) will probably be used, but there also needs to be some explanation that others claim that authority is from God directly with no human connections.

Basic answer

Will lack examples / the attempt to relate to the human.

Developed answer

Will provide the requirements.

Assessment

Must weigh both yes and no (Buddhism good example of yes?)

Debate must be attached to specific religion(s).

Basic answer

Will lack the specificity required and tend towards mere statement rather than discussion.

Developed answer

Will have almost all the requirements set out above.

(10 marks) AO1 and (20 marks) AO2

- 4 (a) ***“Religious authority is challenged on every front, both from within a tradition and from outside.”***

Examine evidence for this claim.

Should refer to specific types of authority (see list for Question 3) and then give particular examples of challenge which must be used to illustrate **both** within and outside.

Possible views

Within scripture criticism, rejection of tradition, different views of God.

Outside secularism, science, new views of human beings – feminism.

Only one aspect considered, maximum Level 2.

Basic answer

Will lack either examples / types of authority.

Developed answer

Will have all the above requirements.

(20 marks) AO1

- (b) ***Explain how religion challenges secular authority, and assess how successful these religious challenges are.***

Must give specific examples, e.g.

Iran

Archbishop of Canterbury

Orthodox Jews in Israel.

In any selected example must show what the challenge is.

At **least three** examples needed for Level 4 and above.

Each case must have specific illustration. Maximum Level 3 if only one tackled.

Basic answer

Will lack either examples or full explanation.

Developed answer

Will have all the requirements set out above.

Assessment

Must have both religious and secular. Maximum Level 3 if only one. Must have full assessment showing success and failure.

Basic answer

Will lack the discussion required.

Developed answer

Will have all the above in the assessment.

(10 marks) AO1 and (20 marks) AO2

Life, Death and Beyond

5 (a) *Examine different religious beliefs about death and beyond.*

Different may mean a contrast or differences within a tradition.
Must deal with both death and beyond. But balance not required.
Death probably about the body and the soul idea.
The beyond;
East – West
Bodily – non-bodily
Immediate – postponed
Judgement – non-judgement.

Basic answer

Will lack range and full explanation.

Developed answer

Will have a good range of examples – at least 4 – for Level 3 top and above.

(20 marks) AO1

(b) *“The way people live is affected by ideas about death and beyond.”*

Explain the meaning of this statement, and assess how far it is true for people today.

Explanation

About ideas of death and beyond as exemplified in part (a) might affect people living out their life, e.g. Judgement means living according to teaching to gain good judgement. Quality of beyond life is based upon way life on earth was lived, e.g. ideas about relationships or development of relationship with God.

Basic answer

Will lack the detail required.

Developed answer

Will tackle the issue as set out above.

Assessment

Must have arguments for and against and should also deal with both religious and non-religious, maximum Level 4 if only one.

Basic answer

Will lack full assessment.

Developed answer

Will have a full assessment.

(10 marks) AO1 and (20 marks) AO2

6 (a) *Examine religious perspectives on the nature of human life.*

Will probably draw on religious teachings and ideas, e.g. Buddhist view of human life and nirvana, Hindu view on the human vehicle, Muslim ideas about human creation and Allah. Can approach with a range or develop answer from only one tradition.

Basic answer

Will fail to deal with the various aspects of the question altogether. Examples / teaching will be superficial.

Developed answer

Will have all the elements of the question, in particular good examination of example and sound presentation of teaching.

(20 marks) AO1

(b)(i) *Explain what is meant by ‘concepts of spiritual life’.*

Should refer to life on earth as well as life after death.

Expect answers about:

Body and spirit relationship

Religious views of a spiritual life, monks, mystics, aesthetes

If only life after death, maximum bottom of Level 3.

Basic answer

Will be limited by the range of explanation and thus also lack example.

Developed answer

Will have all the features of the question.

(10 marks) AO1

(ii) “Life is just a preparation for death.”

Assess this claim.

Expect areas to be covered:

Can pick up aspects from part (a) and (b)(i) for assessment. Discussion needs to be about intrinsic value of life on earth and the possible value of it only as a step to the eternal. Good answers should also consider the non-religious view or the view from some religious perspectives that there is no life after death and death marks the end of existence, even rejecting resurrection.

Can be consideration that both are possible, i.e. life on earth is valuable in itself as well as having a link to after life.

Assessment

Must weigh the above against life after death / extinction. Assessment must be for religious people, generalised comments will only reach the bottom of Level 3.

Basic answer

Will fail in the assessment not measuring life against the other beyond death.

Developed answer

Will have good assessment weighing up the various approaches.

(20 marks) AO2