



General Certificate of Education

Religious Studies (5061/6061)

**RS01 *An introduction to
Religion and Human
Experience***

Mark Scheme

2008 examination - January 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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 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 this passage and answer parts (a) and (b) which follow.**

‘Almost everyone agrees that religious experience and scripture are very important in religion, but not everyone agrees about how and why they are important. This is partly because there are different views about the definition of religious experience and different views about the nature of scripture.’

- (a) **State and explain one definition of religious experience.**

A variety of possible definitions, e.g. experience of the numinous; apprehension of the wholly other; an I-Thou experience; an event of religious significance; any natural or historical event interpreted as a sign from God; some sources wrongly identify James’ four characteristics of a mystical experience as a definition of religious experience – so this must be credited if it is offered.

Maximum Level 3 if lacking explanatory example.

(10 marks) AO1

- (b) **Summarise the beliefs found in one religion about the nature of scripture.**

The answer may reflect, for example, the content of scripture / type of material / human / divine / recording and compilation or any combination of these. Expect (for example) Word of God; Library of books / different writings; record of, and reflection on, human experiences.

(10 marks) AO1

- 2 (a) **Explain the distinctive features of the following form of religious experience: conversion.**

Expect: transition event, e.g. from one religion to another, no faith to faith. Can be non-volitional (the experience of being changed, e.g. St Paul / Umar) or gradual and volitional.

Maximum Level 2 for example only.

Maximum Level 3 for answer lacking explanatory example.

Maximum Level 4 for answer lacking diversity.

(15 marks) AO1

- (b) ***Explain the role of religious experience as a source of authority in religion, and assess the view that religious experience cannot be trusted as a source of authority in religion today.***

Expect ideas such as: religious experience as a source of law (e.g. Ten Commandments or laws in Qur'an); as evidence of the existence of God; as source of personal guidance; source of normative examples, source of criteria for identifying genuine religious experiences.

Maximum Level 3 for answer lacking explanatory example(s).

Maximum Level 4 for answer lacking diversity.

(10 marks) AO1

Expect distrust of religious experience because claims unverifiable; modern science / psychology offers alternative explanations; contradictory revelations cancel each other out. This can be balanced by: possibility of gifted / chosen people; faith in religious experience often essential for foundation of religion / faith; impossibility of proving it did NOT happen; criticisms of alternative explanations.

N.B. the mention of 'today' is to encourage use of purely 20th / 21st century science-based objections, there is no need for candidates to specifically refer to today in their answers.

(15 marks) AO2

- 3 (a) *Explain the role of scripture in religion.***

The role of scripture as a source of authority and inspiration for faith are specified for study and maximum marks can be awarded for answers dealing solely with these. Credit may also be given for additional relevant material.

Authority: e.g. source of law; source of normative examples; source of truths. Inspiration: encourages / motivates through, e.g., descriptions of heaven / hell / reward / punishment for deeds; offers 'proof' of divinity / authority of founder / leading figures. Proof of existence of God.

Maximum Level 3 for answers without illustrative examples.

Maximum Level 4 for an answer lacking breadth.

(15 marks) AO1

(b) ‘Passages of scripture may be interpreted in different ways.’

Explain this statement, and assess the view that, because scripture can be interpreted in different ways, it divides believers rather than unites them.

Literal and symbolic interpretations sufficient for full marks but alternative approaches possible. Higher level answers should focus on passages / verses / words and the different ways in which they may be interpreted.

Maximum Level 3 for answers lacking an example.

Maximum Level 4 answers lacking at least two examples.

(10 marks) AO1

Arguments in favour may focus on specific disagreements about interpretation of passages of scripture between or within religions and may include reference back to the material used to explain the opening statement. Any areas of controversy would be relevant.

Arguments against may refer to use of the scripture in worship, areas of general agreement in interpretation or, in some cases, the status of believers as ‘people of the book’. Answers may, but need not, range across religions.

(15 marks) AO2