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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**A2 RELIGIOUS STUDIES**

**RS3 CS  
RELIGION IN CONTEMPORARY SOCIETY  
1348/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## A2 RELIGIOUS STUDIES

### MARKING INSTRUCTIONS

#### ASSESSMENT

1. Each question is to be marked according to the stated level descriptors. In such marking, it is essential that the whole response to a part-question is read and then allocated to the level it best fits. Examiners may wish to underline significant features or make a brief comment to justify the level allocated.
2. Where a band of marks is allocated to a level, discrimination will be made with reference to the development of the response.
3. Quality of written communication is assessed as an integral part of the level descriptors; no additional weighting should be given to this factor when determining the level of response of a candidate's piece of work.
4. Aim to use the full mark range. Do not hesitate to award maximum marks to responses which meet the criteria of the relevant level descriptor. Equally, responses which are completely irrelevant should be awarded no marks.

It is a feature of levels of response marking that examiners are prepared to reward fully responses which are valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary **occasionally** and where this occurs examiners must indicate by a brief written explanation why their assessment does not conform to the levels of response descriptors laid down in the mark scheme.

5. Apply the principle of salvage between the two parts of a question so that due credit is given for relevant knowledge, understanding and evaluation, even if the material is misplaced.

#### METHODS OF MARKING

8. The assessed level of response to each part of each question should be indicated in the left-hand margin (L1, L2 etc), leaving the right-hand margin for the numerical award.
9. No half marks or bonus marks are to be awarded under any circumstances.
10. A ringed total, indicating the total marks gained in responses to all parts of a question, should be shown at the end of each complete answer.

11. Any written comments on scripts should be factual, using only the terminology found in the level descriptors. No reference should be made to the possible grade achieved and no derogatory comments should be made.
12. Every page containing a candidate's writing should have an appropriate mark in red to indicate that it has been read and assessed.
13. It is permitted for Welsh candidates to write specialist terms, key concepts and scholarly quotations in English.
14. The key to fair marking is consistency. Do not change your marking pattern once scripts have been despatched to the WJEC.

### **SAMPLE SCRIPTS**

15. Send ten scripts to the Principal Examiner (with **a stamped self-addressed envelope** for their return to you) by first-class letter post within 60 hours of the standardisation meeting of examiners. All **three** parts of the Initial Sample record sheet should be sent to the Principal Examiner with the scripts. **Keep a record of your original marks.**
16. Write a large **S** on the front cover of each of the ten scripts you send **and** check the 'S' box on the electronic marking form by the mark awarded to each of these scripts (regardless of whether or not the mark was changed by the Principal Examiner).
17. Do not send any marked scripts to the WJEC until the Principal Examiner contacts you by phone, letter or e-mail.

### **EXAMINER'S REPORT**

18. A written question-by-question report on the performance of candidates, as evidenced in the scripts you have marked, should be sent to the Principal Examiner **within five days** of the stated date for completion of marking. Your report is most helpful if it contains comments on frequent misunderstandings, weaknesses, common errors and questions which caused difficulties, as well as positive qualities, good practice and encouraging features. A comment that a particular question as answered well or badly is of no value unless accompanied by some specific explanation.

Level	<b>Unit 3 A2 AO1 Descriptor</b>	<b>Marks for Unit 3</b>
<b>7</b>	Either in breadth or in depth, a focused, highly accurate and relevant treatment of the topic, showing thorough knowledge and mature understanding, including, where appropriate, diversity of views and/or scholarly opinion. Effective use is made of well-chosen evidence and examples where appropriate. Knowledge and understanding of connections between elements of the course of study is demonstrated convincingly. Form and style of writing are highly suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation	<b>30-28</b>
<b>6</b>	Either in breadth or in depth, a fairly full answer including key facts and ideas, presented with accuracy and relevance, along with evidence of clear understanding. Where appropriate, some awareness of diversity of views and/or scholarly opinion is demonstrated. Apt use is made of evidence and examples where appropriate. Knowledge and understanding of connections between elements of the course of study is demonstrated satisfactorily. Form and style of writing are suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation	<b>27-25</b>
<b>5</b>	Addresses the question; mainly accurate and largely relevant knowledge; demonstrates understanding of main ideas. Limited awareness of diversity of views and/or scholarly opinion is demonstrated. Some use is made of appropriate evidence or examples. Some knowledge and understanding of connections between elements of the course of study is evident. Form and style of writing are suitable. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	<b>24-20</b>
<b>4</b>	A partially adequate treatment of the topic; mainly accurate and largely relevant knowledge; basic or patchy understanding; little use made of relevant evidence and examples. Little, if any, knowledge and understanding of connections between elements of the course of study shown. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	<b>19-15</b>
<b>3</b>	Outline answer. Knowledge limited to basics, or low level of accuracy and or/relevance. Limited understanding. Evidence and examples lacking or barely relevant. May be disorganised. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are adequate	<b>14-10</b>
<b>2</b>	A bare outline with elements of relevant accurate information showing a glimmer of understanding, or an informed answer missing the point of the question. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate.	<b>9-5</b>
<b>1</b>	Isolated elements of approximately accurate information loosely related to the question. Little coherence and little correct use of specialist vocabulary. Legibility and accuracy in spelling, grammar and punctuation are such that meaning is unclear.	<b>4-1</b>
<b>0</b>	No accurate, relevant knowledge or understanding demonstrated.	<b>0</b>

Level	<b>Unit 3 A2 AO2 Descriptor</b>	<b>Marks for Unit 3</b>
<b>7</b>	A focused, comprehensive and mature response to issue(s). Different views, including where appropriate those of scholars or schools of thought, are analysed and evaluated perceptively. The argument is strongly supported by reasoning and/or evidence, with an appropriate conclusion being drawn. There may be evidence of independent thought. Relationships to the broader context and to human experience are convincingly demonstrated. Form and style of writing are highly suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Good legibility and high level of accuracy in spelling, grammar and punctuation	<b>20-19</b>
<b>6</b>	A focused and thorough response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are analysed and evaluated. The argument is largely supported by reasoning and/or evidence, with an appropriate conclusion being drawn. Relationships to the broader context and to human experience are adequately demonstrated. Form and style of writing are suitable. Material is organised clearly and coherently. Specialist vocabulary is used accurately. Clear legibility and high level of accuracy in spelling, grammar and punctuation	<b>18-17</b>
<b>5</b>	Addresses the issue(s) raised. Different views are considered, with some appropriate analysis or comment. The argument is supported by reasoning and/or evidence. Relationships to the broader context and to human experience are attempted with partial success. Form and style of writing are suitable. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	<b>16-14</b>
<b>4</b>	The main point of the issue(s) is understood. An argument is presented, partially supported by reasoning and/or evidence. More than one view is mentioned (though not necessarily in a balanced way), with limited analysis or comment. There is little awareness of the broader context and of relationships to human experience. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. A little accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	<b>13-10</b>
<b>3</b>	Issue(s) only partly understood and appreciated. Some limited attempt made at analysis or comment. Reasoning is simplistic and basic. Evidence is minimal. May be disorganised. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are adequate	<b>9-7</b>
<b>2</b>	Some attempt made to address the question in a very simple way, with little understanding, no analysis, little reasoning, and little coherence of thought. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate	<b>6-4</b>
<b>1</b>	Some isolated points relevant to the question. Little coherence and little correct use of specialist vocabulary. Legibility and accuracy in spelling, grammar and punctuation are such that meaning is unclear.	<b>3-1</b>
<b>0</b>	No valid relevant reasoning.	<b>0</b>

**GCE RELIGIOUS STUDIES (A2)**  
**RS3/CS: RELIGION IN CONTEMPORARY SOCIETY**

**SUMMER 2016 MARK SCHEME**

- Q.1 (a) Examine the impact of conflict in the Middle East on religious communities in Britain. [AO1 30]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

***Note: The Israeli-Palestinian conflict is used as the main example in this mark scheme. However, candidates may refer to other conflicts.***

In Britain, traditional Christian religious communities have broadly supported the Israeli viewpoint, because:

- They accept the Jewish claim to own Israel as the 'Promised Land'.
- Palestinians are supporters of terrorist organisations.
- Israel has the right to defend itself.
- This has given rise to greater perceived anti-Semitism in Britain.
- Jewish Schools employ extra security guards as protection.
- Jewish communities feel threatened.
- Rise of Islamophobia.

Increasing sympathy for the plight of the Palestinians amongst other religious communities because:

- The Israeli government continues to build illegal settlements.
- Israeli air raids kill innocent people.
- Israel's blockade causes unnecessary suffering for the Palestinians.
- Leads to ill-feeling against Jews.
- Possible threat of terrorist action.

- (b) 'Religion is at the root of conflict in the Middle East.' Assess this view. [AO2 20]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

**In favour: (Israeli- Palestinian conflict)**

- The land of Israel, according to the Bible, was given by God to the Jews.
- It is called 'The Promised Land' because it was promised by God to the descendants of Abraham, the father of the Jewish race.
- Jerusalem is God's 'Chosen City' for the Jewish People.
- Israel is also a holy land for Muslims.
- Jerusalem is a sacred city for Muslims because Muhammad passed through on his first journey to Heaven.
- Many sacred Islamic sites are located in Jerusalem, including the Dome of the Rock.

**Against: (Non-religious causes of Middle Eastern conflict):**

- Oil – Iraq
- Political unrest – Afghanistan.
- Ideology – Islamic State/al Qaeda.
- Mutual recognition.
- Borders.
- Security.
- Water Rights.

**Q.2 (a) Examine ways in which films have portrayed religious beliefs and practices. [AO1 30]**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

**Note: Films mentioned in this mark scheme are used as examples. Candidates may refer to other films.**

- Films feature stories linking issues of religion and belief within a faith community e.g. *'The Message'*.
- Films look at religious laws, festivals and rites of passage e.g. *'Bend it like Beckham'*.
- Highlight the problems faced when faith communities attempt to maintain their traditional religious values in an ever-changing world e.g. *'East is East.'*
- Highlight the problems faced when films attempt to portray traditional values in an ever-changing world.
- Show how members of such communities get on both with themselves, each other and with people outside e.g. *'Anita and Me'*.
- Show how religious beliefs and practices are portrayed in religious groups and communities.

Some variety of ways and examples are needed for marks above level 5.

**(b) 'Films stereotype faith communities.' Assess this view (AO1 30)**

Candidates are likely to include some or all of the following, but other relevant points will be credited.

**In favour**

- Religious films are often made by individuals who have a restricted view of a particular faith community.
- Religious beliefs and practices are sometimes incidental to the main theme and so become stereotyped.
- Deliberate stereotyping of a faith group is used by to convey a message – both positive and negative.

**Against**

- Films made by members of the faith communities are accurate presentations.
- Film is often used to promote anti-stereotyped images.
- The huge variety of traditions and beliefs mean that only some are selected and shown and these are portrayed very accurately.



**Q.3 (a) Examine the problem of defining religion.**

**[AO1 30]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

Definitions of religion usually suffer from following problems:

- They are too narrow and exclude many belief systems which most people think of as religious.
- They are too vague e.g. defining religion as 'belief in God.'
- They can be ambiguous and seem to include almost anything and everything as a religion – for example defining religion as a 'worldview'.
- A broad definition of religion that fits both religious and non-religious systems feels unsatisfactory.
- An inclusive definition of religion emphasizes the universal nature of religion.
- Problems - even atheism and agnosticism can be seen to be religious.

**(b) 'Reductive definitions of religion are more convincing than theological or metaphysical ones'. Assess this view.**

**[AO2 20]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

- The theological definition looks at religious teachings, spiritual and moral notions.
- Problems – all things to everyone, no certainty, difficult to find absolute truths.
- Metaphysical definition is the view that there is something beyond this way of life – something that transcends the reality offered by science.
- Problems – vague – no ritual, certainty or doctrine of salvation.
- Reductive definition means reducing religious concepts and doctrines down to a basic level or explaining religion as a code of human concepts concerned with right and wrong.
- Problems – vague, emphasis of science, omits fundamental religious tenets, myths and principles.

**Q.4 (a) Explain the views of Berger concerning the sacred canopy. (AO1 30)**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

- 'Nomos' is the socially constructed ordering of experience.
- Humans have very weak natural instincts and so are constantly forced to choose how they behave and interact with the world - '*externalizing.*'
- People long for order and stability, so society creates a stable picture of the world by '*objectivation.*'
- Society tells people what to do and how to act accordingly - '*socialization.*'
- To work effectively, everyone must accept these principles - '*internalization.*'
- By actions in the world people evolve principles of behaviour (externalization).
- The principles are accepted by most others (objectivation).
- People accept them as principles of their own, personal behaviour (internalisation).
- Societies adopt religious principles to underpin their nomos.
- Religion gives meaning to dreams, visions and religious experiences.
- Religion is a form of knowledge that offers a solution when things go badly wrong.

**(b) 'Religious belief is good for psychological health.' Assess this view [AO2 20]**

**Candidates are likely to include some or all of the following, but other relevant points will be credited.**

**In favour:**

- Religious belief is characterised by joy, optimism and an inability to feel evil.
- The religious tend to feel at one with the world and with the divine.
- Religious belief offers feeling of hope, joy, security, love, support.
- Feelings of belonging, security and relationships.
- Maslow – 'peak experiences.'
- James – healthy mind and sick soul.

**Against:**

- Religious belief can be lead to uncertainty, bafflement and sadness.
- The deeply religious are prone to despair at the human condition.
- People turn to religion when they are sick, rather than well.