

Oxford Cambridge and RSA Examinations

General Certificate of Secondary Education

RELIGIOUS STUDIES A (WORLD RELIGIONS)
PAPER 9 – Religion, the Media and Entertainment.

2309/1

MARK SCHEME

Specimen Paper 2003

INSTRUCTIONS FOR EXAMINERS

GENERAL POINTS

Before starting to mark scripts, please ensure that you are familiar with the following:

- (a) The syllabus;
- (b) The prescribed text(s) (where appropriate)

PRINCIPLES UNDERLYING THE MARK SCHEME

This examination tests the extent to which candidates are able to fulfil the Assessment Objectives:

AO1	recall, select, organise and deploy knowledge of the specification content;	[40%]
AO2	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
AO3	evaluate different responses to religious and moral issues, using relevant evidence and argument.	[25%]

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly.

The guiding principle for Examiners in applying the Mark Scheme to scripts is the concept of Positive Awarding. Therefore, marks should be awarded according to the levels for any appropriate response to any reasonable interpretation of the question.

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

There are no instances where candidates are penalised for their response. In some instances parts of questions may be interdependent. Candidates answering one part incorrectly will not, therefore, necessarily penalise themselves in subsequent, related parts. The incorrect answer is ignored and marks are awarded for the correct response.

It is assumed that Examiners are fully conversant with the subject-matter of the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes are in the answers but rather be guided by the Levels of Response and the concept of Positive Awarding. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

No account should be taken of the quality of Written Communication in the answers themselves; this mark is awarded separately, for the specified question only. In the same way there are no marks to be lost or gained for the transliteration of words from non-Roman alphabets.

Examiners must bear in mind that throughout these syllabuses, except where specifically noted, candidates may answer exclusively from a denominational perspective of their choice.

Full instructions on non-subject-specific aspects of the marking process are to be found in the OCR 'Instructions for Assistant Examiners' book issued with the stationery; examiners should be familiar with this, particularly noting any changes from previous sessions, before attending the Standardisation meeting.

USING THE MARK SCHEME

- (a) All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- (b) Each page of a script must display an indication that it has been seen and read by the Examiner.
- (c) The Level of Response achieved will be apparent from the mark awarded for each part of the question, which should be written in the right-hand margin. There is no overlap in marks between the Levels of Response and therefore there is no need to write anything other than the mark.
- (d) Examiners should use the full range of marks available within the Levels of Response and not hesitate to award the maximum where it is deserved.
- (e) Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- (f) The ringed total at the end of the question should represent the total of the marks recorded in the margin.

MATRIX TO BE USED FOR AWARDING MARKS ACCORDING TO LEVELS OF RESPONSE

Mark Weighting	Level 1	Level 2	Level 3	Level 4
8	1-2	3-4	5-6	7-8
7	1-2	3-4	5-6	7
10	1-3	4-6	7-8	9-10

LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objectives. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

AO1

The candidates' work will show at:

Level 1 1-2	An attempt to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 3-4	A valid attempt to answer the question. Some of the relevant information will have been selected with evidence of organisation. Interpretation lacking in depth, considering only one possible viewpoint. Ideas may be stated but not developed.
Level 3 5-6	An appropriate attempt to answer the question. Selection of relevant material with appropriate development.
Level 4 7-8	A good attempt to respond to the question. A fairly comprehensive account of the range and depth of relevant material.

AO2

The candidates' work will show at:

Level 1 1-2	An attempt to answer the question with limited understanding of religious language and concepts and of the relevance and application of a religion. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 3-4	A valid attempt to answer the question with some understanding of religious language and concepts and of the relevance and application of a religion although lacking in depth. The ability to make simple comparisons and recognise similarities and differences. Some ability to recognise the relationship between an issue and the study of religion.
Level 3 5-6	An appropriate attempt to answer the question with a wider level of understanding of religious language and concepts and of the relevance and application of a religion. The ability to recognise the relationship between an issue and the study of religion. The ability to recognise and handle religious issues.
Level 4 7	A good attempt to respond to the question with the demonstration of a good understanding of religious language and concepts and of the relevance and application of a religion.

AO3

The candidates' work will show at:

Level 1 1-3	A statement of the obvious, a one-sided judgement with little or no argument.
Level 2 4-6	An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple expression of two points of view.
Level 3 7-8	The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of evidence and argument.
Level 4 9-10	The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by evidence and argument.

The Assessment of WRITTEN COMMUNICATION

Below Threshold performance	0 marks	
Threshold performance	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Intermediate performance	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
High performance	3 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

Answer **all** parts of the question.

- 1 (a) Explain the teachings of the religion(s) you have studied about making statues or pictures of their god(s). [8]**

The response will obviously vary dependent upon the religion(s) which are being commented upon. Look for explanation rather than just description. Although there are some general comments about 'respect' etc. which might be made, the question is looking for the reasons for the particular attitude e.g. no graven images.

- (b) Look at Source A.**

Explain why the religion(s) you have studied might agree or disagree with the campaign advertised in this source. [8]

Essentially the question is about open proselytising. Candidates might well comment on experience with this e.g. Mormons, Jehovah's Witnesses, Hare Krishna but they also need to demonstrate understanding of whether a particular faith is missionary in its activities.

- (c) Look at Sources B and C.**

How might religious people react to plays or films about their god(s)? [7]

Expect some possible overlap with (a). Much of the comment may be general, dealing with issues of respect etc. but also consider the large number of films made from the perspectives and with the approval of all of the major faiths.

- (d) Look at Source D.**

How might people be affected by religious worship on the television? [7]

In relation to the source, some candidates may comment that this is not describing a religious event at all. Others will want to comment on whether mainstream television is the place for religion or if it should only be presented on special channels.

- (e) 'People should not be allowed to say bad things about religion on the television.'**

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion(s) you have studied in your answer. [10]

Some answers might deal with 'television' and wonder whether there is something specific and different about this medium. Look for good discussion and award according to levels of response.