



Rewarding Learning

**ADVANCED
General Certificate of Education
2012**

Religious Studies
Assessment Unit A2 7

assessing

Religious Belief and Competing Claims

[AR271]

MONDAY 28 MAY, MORNING

**MARK
SCHEME**

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

There are separate levels of response for Section A and Section B of the A2 paper.

A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• A full and highly informed response to the task.• Demonstrates comprehensive understanding and accurate knowledge.• A very high degree of relevant evidence and examples.• A very sophisticated style of writing set within a clear and coherent structure.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• A reasonable and well informed response to the task.• Demonstrates a high degree of understanding and almost totally accurate knowledge.• A very good range of relevant evidence and examples.• A mature style of writing set within a mainly clear and coherent structure.• A wide range of technical language and terminology• A mainly accurate use of spelling, punctuation and grammar.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• A good response to the task.• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.• A good range of relevant evidence and examples.• A reasonably mature style of writing with some coherent structure evident.• A good range of technical language and terminology• Reasonably accurate use of spelling, punctuation and grammar.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• A limited response to the task.• Demonstrates some knowledge and understanding.• A basic range of evidence and/or examples.• Style of writing is just appropriate.• Structure is disorganised in places.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• A very basic response to the task.• Demonstrates minimal knowledge and understanding.• Little, if any, use of evidence and/or examples.• Inappropriate style of writing within a poor structure.• A very basic range of technical language and terminology.• Very poor use of spelling, punctuation and grammar.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.• An extensive range of technical language and terminology.• An almost totally faultless use of spelling, punctuation and grammar.	17–20
Band 4 <ul style="list-style-type: none">• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.• A wide range of technical language and terminology.• A mainly accurate use of spelling, punctuation and grammar.	13–16
Band 3 <ul style="list-style-type: none">• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	9–12
Band 2 <ul style="list-style-type: none">• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.• Limited personal insight and independent thought expressed through some argument.• A good range of technical language and terminology.• Reasonably accurate use of spelling, punctuation and grammar.	5–8
Band 1 <ul style="list-style-type: none">• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.• Poor personal insight and/or independent thought.• Shallow argument.• Limited range of technical language and terminology.• Limited command of spelling, punctuation and grammar.	0–4

Section A

AVAILABLE
MARKS

- 1 (a) An analysis and discussion of the impact of Darwin's theory of evolution on religious belief may include, e.g.:
- a brief outlining of Darwin's theory of evolution and process of natural selection
 - reference to key texts such as *The Origin of Species*, *The Descent of Man*
 - exploration of the impact of Darwin's theory on religious belief – as challenging Divine creation, the unique nature of humanity, the dating and time frame of creation
 - reference to the controversy surrounding the theory when published, Church reactions, the Huxley/Wilberforce debate
 - exploration of how evolution challenges creation myths
 - reference to specific issues such as the fossil and carbon dating controversies
 - reference to the views of key thinkers theistic and atheistic – Darwin, Russell, Kant, Plantinga
 - Darwinian theory as supporting religious belief and the case for intelligent design. [30]
- (b) A critical evaluation of the view that it is still possible to accept the traditional account of Creation may include, e.g.:
- a consideration of the Biblical views of Creation as found in Genesis 1–3, Psalms
 - examples of how scientific theories such as the Big Bang and evolution can be integrated into theistic views of creation
 - the primacy of the Bible and Biblical account of creation in particular
 - an exploration of the views of relevant schools of thought – Creationism, Accommodationism, Neo-Darwinism, Intelligent Design
 - the case in favour of a single act of creation, the universe as revealing Divine design
 - reference to the views of selected scholars – Dawkins, Teilhard de Chardin, Behe. [20]

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Section A

AVAILABLE
MARKS

- 2 (a) An outlining and discussion of C G Jung's interpretation of religious belief may include, e.g.:
- an exploration of Jung's views concerning religious belief, religion's function in harmonising the psyche
 - reference to Jung's views concerning the distinction between the conscious and unconscious mind and the creation of archetypes
 - an exploration of the archetypes of the persona and the shadow and their links to the concepts of evil/Satan
 - reference to religious imagery as archetypal
 - reference to the writings of Jung concerning religious belief – "Symbols of Transformation", "Psychology and Religion"
 - an exploration of the process of individuation and the role religion plays in this process
 - reference to Jung's work with schizophrenic patients
 - the benefits of religious belief and the potential harm caused by the rejection of religion
 - reference to Freud's contrasting view of religious belief. [30]
- (b) A critical assessment of the claim that a knowledge of psychology supports religious faith may include, e.g.:
- an exploration of the impact of key psychologists regarding religious faith – Jung, Freud
 - Freud's rejection of religious belief/faith as universal neurosis contrasting Jung's support for the beneficial role of religion for society and the individual believer
 - reference to psychology's role in shedding light on the origins, development and function of religious faith
 - psychology providing valuable insights into the human mind and the role of religious archetypes
 - reference to Jung's conflict with Freud concerning the value of religious faith
 - an acknowledgement of Freud and Jung's research as exclusively focused on Judeo-Christian faith
 - a critique of the findings of psychology, the limitations of science in understanding the supernatural and the complexity of the human mind
 - reference to the views of fideism, belief as primarily a faith decision, revelation above reason
 - positive value of Freud's critique in drawing attention to immature aspects of religious practice
 - psychology as offering a complete explanation for religious belief. [20]

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Section A

AVAILABLE
MARKS

- 3 (a) A presentation of the case for and discussion of the Humanist critique of religion may include, e.g.:
- Humanism's rejection of both God and religion as intellectually superfluous
 - Humanism's rejection of religious belief as psychologically damaging
 - Humanism's focus on the human rather than the Divine, on the temporal rather than the spiritual
 - Humanity's rejection of religious morality and all forms of religious authority in a secular age
 - the views of Humanist thinkers such as Huxley, Blackham
 - reference to key writings such as the Humanist Manifesto
 - Humanism's call for the abolition of state approved religion and religious education
 - Humanism's provision of alternatives to religious rituals – naming and coming of age ceremonies, marriage and burial services
 - Humanism's concept of God as illusion, delusion, a god-of-the gaps
 - religion as morally intolerable
 - religion as world evading. [30]
- (b) A critical evaluation of the claim that humanism has much to learn from Christianity may include, e.g.:
- the benefits of Christian teaching concerning humanity's shared origins and purpose
 - the positive nature of Christianity – trust in future judgement and hope of an afterlife
 - reference to key Christian teaching, for example, concerning forgiveness, equality, care for the oppressed
 - reference to relevant Christian writings such as the Gospels and Letters of St Paul
 - the views of Christian thinkers, e.g. Aquinas, Vardy, Hick
 - reference to the benefits of an Absolutist morality and authoritative leadership
 - challenges to the stated claim, e.g. the divided and conflict ridden nature of Christianity, the dangers of religious fundamentalism, rejection of religious leadership and authority
 - acknowledgement of Christian Humanism. [20]

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Section A

AVAILABLE
MARKS

- 4 (a)** An analysis of what is meant by the term pluralism with reference to religious belief may include, e.g.:
- an exploration of the pluralistic nature of both society and religious belief
 - religions as having mutual/common ground – the acceptance of Divine creation, the acknowledgement of the supernatural and the spiritual
 - the shared promotion of a religious message, of moral codes and beliefs
 - the importance of prayer and worship to all faiths
 - religion’s call for mutual respect and tolerance of other faiths and beliefs
 - an exploration of the nature of religion and the concept of salvation
 - reference to inter-faith groups
 - reference to Ecumenical and inter-faith statements
 - reference to human rights – freedom of religious expression and belief
 - meetings between significant religious figures, for example, the Pope and Dalai Lama
 - the celebration of faith seen in joint services and ceremonies
 - an exploration of Hick’s views concerning pluralism. [30]

- (b)** A critical assessment of the claim that pluralism is a denial of both religious identity and truth may include, e.g.:
- the dangers of promoting unity at the cost of individual faith messages
 - the distinctive and unique nature of named religious faiths
 - comparisons between selected religions, for example, Islam and Christianity, Buddhism and Judaism
 - exploration of exclusivism and/or inclusivism
 - exploration of areas where religions differ – on the origins of the universe, selected moral teaching, on the nature of the Divine
 - reference to the teachings and revelations of selected religious founders/leaders
 - the unique nature of religious rituals and ceremonies
 - irreconcilable differences in belief systems and in sacred writings
 - reference to specific examples of religious conflict and tensions, for example, on the role and status of women, concerning food laws, attitude towards non-believers
 - counterclaims to the stated view, e.g. the benefits of religious tolerance and shared common vision. [20]

Section A

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100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Synoptic Assessment

Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate to the course of study. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience.

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

A2 BANDS

AO1 (30 marks)

<p>Band 5</p> <ul style="list-style-type: none">• a full and comprehensive understanding of the connections between the selected areas of study in relation to the theme• well integrated response• clear and critical analysis• highly accurate use of evidence and examples• sophisticated style of writing. Very well structured and coherent throughout.	25–30
<p>Band 4</p> <ul style="list-style-type: none">• a high degree of understanding of the connections between the selected areas of study in relation to the theme• a well integrated response• some very good critical analysis• mainly accurate use of evidence and examples• mature style of writing• well structured and coherent throughout.	19–24
<p>Band 3</p> <ul style="list-style-type: none">• a good understanding of the connections between the selected areas of study in relation to the theme• for the most part an integrated response• reasonable degree of critical analysis• a good degree of accurate evidence and examples• reasonably mature style of writing• some evidence of good structure and coherence.	13–18
<p>Band 2</p> <ul style="list-style-type: none">• a limited understanding of the connections between the selected areas of study in relation to the theme• mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another• a limited attempt at critical analysis• insufficient use of accurate evidence and examples• immature style of writing• lacking in structure and coherence.	7–12
<p>Band 1</p> <ul style="list-style-type: none">• a basic understanding of the connections between the selected areas of study in relation to the theme• demonstrating only partially accurate knowledge of the different content areas studied• little attempt, if any, at critical analysis• inappropriate style of writing with a very basic structure.	0–6

AO2 (20 marks)

Band 5 <ul style="list-style-type: none">• a comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• very effective comparison and evaluation of scholarly viewpoints• mature personal insight and independent thought• a very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.	17–20
Band 4 <ul style="list-style-type: none">• a good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• very good comparison and evaluation of scholarly viewpoints• good personal insight and independent thought• a well sustained and critical argument, expressed accurately, fluently and using a range of terminology.	13–16
Band 3 <ul style="list-style-type: none">• a reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• very good comparison and evaluation of scholarly viewpoints• some evidence of personal insight and independent thought• a line of argument, expressed accurately and using some relevant terminology.	9–12
Band 2 <ul style="list-style-type: none">• a limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• some comparison and evaluation of scholarly viewpoints• limited personal insight and independent thought• little evidence of critical argument• inaccuracies evident.	5–8
Band 1 <ul style="list-style-type: none">• a basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience• little, if any, comparison and evaluation of scholarly viewpoints• minimal personal insight and independent thought• a basic attempt to follow a line of argument• imprecisely expressed.	0–4

Section B

AVAILABLE
MARKS

- 5 (a)** An outline and examination of some major issues arising from the theme of leadership, with reference to at least two different areas of study, may include, e.g.:
- exploration of any two or more selected issues arising from leadership, religious or otherwise
 - an exploration of such themes as conflict, repression, fundamentalism and division
 - an analysis of the call, vision, message and ethical demands of leadership
 - an exploration of the leader's role as inevitably problematic
 - the dangers of weak and/or strong leadership
 - an exploration of terms such as fascism, dictatorship and authoritarianism, and democratic leadership and issues pertaining to leadership
 - scholarly views on the nature of leadership
 - reference to contrasting types of leadership and leaders
 - an exploration of the experiences of two or more leaders, historical or contemporary. [30]
- (b)** With reference to other aspects of human experience, a critical assessment of the view that religious leadership has successfully responded to the challenges of a secular age may include, e.g.:
- reference to the specific nature and role of religious leadership
 - an exploration of the demands presented to religious leaders in a secular, pluralist and often cynical age and how these are addressed by religious leaders
 - reference to issues such as the challenge to religious authority and religious truths, the demand for moral relativism
 - an exploration of the life and work of selected religious leaders and the challenges they have overcome
 - the continued popularity of religious leaders
 - humanity's continued need for religious and moral guidance
 - the religious leader as providing model leadership and example for their followers/disciples
 - reference to the views and/or writings of selected religious leaders
 - an exploration of the context in which religious leaders worked – historical and/or contemporary
 - demise of the standing of religious leaders
 - religious leaders failure to engage in a secular struggle. [20]

Section B

Total

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150