



GCE MARKING SCHEME

SUMMER 2016

RELIGIOUS STUDIES

RS1/2 CS

**INTRODUCTION TO RELIGION IN CONTEMPORARY
SOCIETY**

1341/01

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.

AS 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. The standard of subject content and quality of language to be expected is that of a student midway through an A Level course. In other words, the AS standard is above GCSE but below A Level.
5. All part-answers on the examination paper should be treated equally in terms of demand and attribution of marks.
6. Where a **single** relevant statement has been made in an AO1 response, Level 1 should be awarded. However, a single relevant statement would not justify the top mark of the Level being awarded.
7. Aim to use the full mark range. Do not hesitate to award maximum marks to responses that meet the criteria of the relevant level descriptor. Equally, responses which are completely irrelevant should be awarded no marks.
8. 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.
9. 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

10. 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.
11. No half marks or bonus marks are to be awarded under any circumstances.
12. A ringed total, indicating the total marks gained in responses to both parts of a question, should be shown at the end of each complete answer.
13. Any written comments on scripts should be factual, preferably using the terminology found in the level descriptors. It is important that such terminology is only from the descriptor of the level awarded (e.g. *bare outline* is only applicable to AO1, Level 2). No reference should be made to the possible grade achieved and no derogatory comments should be made.
14. Every page containing a candidate's writing should have an appropriate mark in red to indicate that it has been read and assessed.
15. It is permitted for Welsh candidates to write specialist terms, key concepts and scholarly quotations in English.
16. The key to fair marking is consistency. Do not change your marking pattern once scripts have been despatched to the WJEC.

SAMPLE SCRIPTS

17. 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. Please ensure that the correct postage is put on the envelopes.
18. 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.**
19. 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).
20. Do not send any marked scripts to the WJEC until the Principal Examiner contacts you by phone, letter or e-mail.

EXAMINER'S REPORT

21. 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. This is **essential**, not optional. 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 is answered well or badly is of no value unless accompanied by some specific explanation.

GENERIC LEVEL DESCRIPTORS

Level	Units 1 and 2 AS AO1 Descriptor	Marks
7	A thorough answer in the time available; an accurate and relevant treatment of the topic, showing thorough knowledge and understanding. Effective use is made of well-chosen evidence and examples where appropriate. 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.	30-28
6	A fairly full answer in the time available, including key facts and ideas, presented with accuracy and relevance, along with evidence of clear understanding. Apt use is made of evidence and examples where appropriate. 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.	27-25
5	Addresses the question; mainly accurate and largely relevant knowledge; demonstrates understanding of main ideas. Some use is made of evidence or examples where appropriate. Form and style of writing are suitable. Most of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	24-20
4	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. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	19-15
3	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.	14-10
2	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.	9-5
1	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.	4-1
0	No accurate, relevant knowledge or understanding demonstrated.	0

Level	Units 1 and 2 AS AO2 Descriptor	Marks
7	A thorough response to issue(s) raised in the time available. Different views are analysed and evaluated. The argument is strongly supported by reasoning and/or evidence, with an appropriate conclusion being drawn. 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.	15-14
6	A fairly full response to issue(s) raised in the time available. Different views are considered, with some critical analysis or comment. The argument is adequately supported by reasoning and/or evidence. 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.	13-12
5	Addresses the main issue(s). More than one view is mentioned (though not necessarily in a balanced way), with limited analysis or comment. The argument is partially supported by reasoning and/or evidence. 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.	11-10
4	Some grasp of the main issue(s) is shown; analysis or comment is limited. An attempt is made to construct an argument, partially supported by some reasoning and/or evidence. Little or no recognition of more than one view. Form and style of writing are suitable in some respects. Some of the material is organised clearly and coherently. Some accurate use is made of specialist vocabulary. Satisfactory legibility and accuracy in spelling, grammar and punctuation.	9-7
3	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.	6-5
2	Some brief attempt made to address the question in a very simple way, with little understanding, analysis or reasoning. Specialist vocabulary is used sparingly and/or imprecisely. Legibility and accuracy in spelling, grammar and punctuation are barely adequate.	4-3
1	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.	2-1
0	No valid relevant reasoning.	0

GCE RELIGIOUS STUDIES (AS)
RS1/2 INTRODUCTION TO RELIGION IN CONTEMPORARY SOCIETY
SUMMER 2016 MARK SCHEME

- Q.1 (a) Examine views on the use of animals and pets for entertainment, with reference to at least one major world religion. [AO1 30]**

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

- Many animals are better looked after as pets than they would be in the wild.
- Some animals e.g. cats and dogs are domesticated and well-suited as pets.
- Having a pet helps us to understand animals better.
- Having a pet allows expressions of love, companionship and fun.
- Circuses help to preserve endangered species.
- Circus animals live in a safe environment, free from predators.
- Zoos help to preserve endangered species.
- Zoos offer good living conditions for animals.
- Zoos are leading scientific research institutes.
- Zoos help us to understand animal behaviour.
- Must refer to a world religion.

- (b) 'Humans may use animals however they please.' Assess this view. [AO2 15]**

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

In favour

- Aristotle – animals exist to fulfil human needs and desires.
- Jesus became human, therefore humans are more valuable than animals – Karl Barth.
- The Bible teaches that it is permissible to kill and eat animals (Acts 10: 11-15).
- As the superior species, humans should be allowed to use animals for their own amusement.
- Animals have no moral status.
- Saving human life justifies medical experiments on animals.

Against

- Stewardship.
- Speciesism
- Many religions claim that to harm an animal is to act against God's creation.
- Animals are part of creation and the principle of ahimsa (non-violence) means that they must not be harmed.
- The Laws of Manu say that animals must be protected.
- A person who ill-treats animals will receive bad karma.
- Animals have the right to be free and the right to choose where they live.

Q.2 (a) Examine ways in which religious values are taught in religion-specific broadcasting. [AO1 30]

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

- Religious values taught through specialized programmes such as ‘Songs of Praise’ and ‘Heaven and Earth Show’.
- Programmes are made in documentary-style which promote better understanding.
- Discussions/debates on radio shows, including ‘Thought for the Day’ (Radio 4) and ‘Pause for Thought’ (Radio 2).
- Religion-specific channels eg. Muslim TV.
- Television evangelism on religious themes.
- Broadcasting Code requires openness, honesty and non-exploitation.

(b) ‘Television is an adequate substitute for traditional religion.’ Assess this view. [AO2 15]

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

In favour:

- Religion-specific programmes on satellite channels have become more popular.
- Viewers can see television shows on religious issues from comfort of own homes, via documentaries, soaps etc.
- In recent years, programmers have been more willing to include religious themes in everyday programmes.
- Faith communities have been featured in mini-documentaries on festivals and rituals.
- Elderly or infirm and may be restricted to their homes and unable to go to places of worship and these channels provide a real link to religion for them.
- Television offers more realism and variety – world events, informed discussion.

Against:

- Television is passive – no audience participation.
- Traditional services of worship offer greater personal involvement, greater feelings, spiritual uplift.
- Chance to ask questions and explore spiritual matters at greater depth.

Either: Fundamentalism

Q.3 (a) Explain the main causes of fundamentalism [AO1 30]

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

- Response to threat against religious belief.
- Traditional faith under attack, criticism of sacred texts.
- Increasing liberalism, acceptance of scientific explanations of life e.g. Darwinism.
- Increasing influence of secular authority.
- Conflict and division within faiths.
- Increase in anti-religion political ideologies.

(b) 'The future of religion in Britain does not lie with fundamentalism.'
Assess this view. [AO2 15]

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

In favour:

- Religious intolerance.
- Arrogance against those who disagree.
- Judgemental, lack of compassion, can lead to violence.
- Unwillingness to listen and adapt, often with male leadership.
- Oppression of women.
- Claim only they have the truth, take texts out of context.
- Does not fit comfortably with British religious tradition.

Against:

- Strong convictions and unshakeable faith.
- Sincere and confident in beliefs.
- Strong sense of community and moral values.
- Increasing influence in UK as a protest movement against selfish values.
- Fulfils the desire for truth and certainty of purpose.

OR: New Religious Movements

Q.3 (a) Explain the main causes of New Religious Movements [AO1 30]

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

- Disillusion with established religion.
- Sense of community disadvantage.
- Reaction to increasingly secular society and values.
- Emergence of charismatic leadership.

Q.3 (b) The future of religion in Britain does not lie with New Religious Movements.' Assess this view. [AO2 15]

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

In favour:

- They are essentially protest groups and depend on having something to protest about.
- History suggests many will fade away.
- Not yet a threat to middle class or mainstream believers.

Against:

- Future depends on how traditional faiths respond.
- Fast recruiting of new members, especially from poor and socially deprived.
- Traditional churches in decline.
- NRMs make more use of technology e.g. Internet.
- NRMs have more appeal to young people.

Q.4 (a) Explain Freud's view of religion as neurosis [AO1 30]

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

- Religious activities resemble the actions of a neurotic person.
- Link of religious rituals, such as ritual washing, with Obsessive Compulsive Disorder.
- Religious activities, like neurotic ones, comprise repeated actions which seem to have no significant meaning.
- Comparing repeated religious rituals, for example, in the Eucharist Service, with obsessive repeating of tasks such as locking windows and switching lights on and off in a neurotic way.
- Unconscious mind seeks to come to terms with pressure and repressed memories – often done through religion.
- Religion can be wish-fulfilment.

(b) 'Freud's explanation of religious belief is entirely valid.' Assess this view. [AO2 -15]

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

In favour:

- Freud believed that there was a clear link between obsessive neurotic behaviour and religious rituals.
- If there is no God, then there is no purpose to the ritualistic actions.
- Just as anxiety and feelings of guilt spur on the neurotic, so fear and guilt of sin before God spur on the religious believer.
- Freud's views are supported by scientific research.
- Acknowledged scholarly support for Freud's views on subconscious and group behaviour.

Against

- Research shows that religious believers are less neurotic than others and are less likely to suffer from mental illness and depression.
- Religious rituals are not obsessive and are, for believers, an aid to spiritual growth.
- Religions are strongly critical of those who perform rituals unthinkingly.
- True faith requires believers to face dangers and challenges.
- Religion, far from wish-fulfilment, looks at facing the harsh realities of life.
- There is no evidence that society becomes more healthy when religion is abandoned (e.g. China, Soviet Union, North Korea).
- Max L5 if no specific link to neurosis is made.