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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**RELIGIOUS STUDIES  
RS4 HE  
RELIGION AND HUMAN EXPERIENCE  
1349/01**

## **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.

## 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.
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** fill in the S box on the L 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.

Marks will be awarded in accordance with the following marking criteria:

## RELIGIOUS STUDIES A2

### FURTHER GUIDANCE ON MARKING RS4HE

1. It is essential to place an answer in the correct Level, using the principle of 'best fit' where there is any doubt. The actual mark can then be 'fine-tuned' within the band of marks ascribed to that Level, according to the degree of fulfilment of the criteria specified in the relevant Level descriptor.
2. The mark scheme indicates general requirements in the content of responses in order to attain certain Levels, and these should be adhered to. However, indicated likely elements in responses are exemplars and are not prescriptive. Allowance must also be made for a candidate's own interpretation of a question (e.g. what constitutes a form of religious experience), as long as the answer is a legitimate and relevant response to the question.
3. Candidates should not be penalised because they are not familiar with very recent information, ideas and scholarship. Due allowance must be made for the limitations of the resources with which candidates have been provided. However, those who do mention such information, ideas and scholarship deserve particular credit.
4. With the introduction of contemporary society modules into the specification it now means that a candidate may make reference to this as an area of study. In practice this means that reference to New Religious Movements would be permissible and, as such, means that some candidates may attempt RS4, in its entirety, with reference only to that NRM. This is legitimate. However, if the examiner is uncertain as to either the quality or accuracy of the information supplied, they should contact, in the first instance, the principal examiner for clarification.
5. Identical perspectives/areas do not have to be referred to in responses to both parts of a question (e.g. it is permissible for a candidate to refer to Eastern Religions as their area of study in part 'a' and Religion and Ethics in part 'b').
6. The whole range of available marks should be used. Bunching of candidates around middling marks detracts from the effectiveness of the examination in fulfilling its function of differentiating between different levels of performance.

Level	Unit 4 A2 AO1 Descriptor	Marks for Unit 4
7	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	45-42
6	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	41-37
5	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.	36-30
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. 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.	29-22
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	21-15
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.	14-8
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.	7-1
0	No accurate, relevant knowledge or understanding demonstrated.	0

Level	<b>Unit 4 A2 AO2 Descriptor</b>	<b>Marks for Unit 4</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>30-28</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>27-25</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>24-20</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>19-15</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>14-10</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>9-5</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>4-1</b>
<b>0</b>	No valid relevant reasoning.	<b>0</b>

**GCE RELIGIOUS STUDIES (A2)**  
**SUMMER 2016 MARK SCHEME**  
**RS4 HE RELIGION AND HUMAN EXPERIENCE**

Candidates may be expected to be familiar with a selection of the issues listed, depending on the combination of units they have studied. However, the content listed is not exhaustive and due credit will be given for all relevant material.

Answers are marked according to the quality of knowledge, understanding and skills demonstrated in relation to the generic level descriptors. The depth and breadth of knowledge and understanding demonstrated must be considered in relation to the numbers of areas of study to which reference is made. For example, a detailed answer from one area and a less detailed answer from two or more areas may be of equal overall quality and would be credited accordingly.

**Q.1 (a) Examine how four types of religious authority are used in religion. [45 AO1]**

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

Accurate knowledge and understanding relating to the nature of four types of religious authority must be demonstrated by candidates. They may refer to religious founders, religious leaders or religious communities. These should be clearly explained in the context of their respective religious traditions. Candidates may also refer to sacred writings, traditions, the role of conscience or ethical theories that are specifically endorsed by a religious tradition. The authority of religious experiences and special revelatory events should also be credited.

**(b) Religious leaders are the least important type of religious authority for religious believers.' Evaluate this assertion. [30 AO2]**

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

Evaluation of how important the authority of religious leaders is considered to be by religious believers. Consideration of at least two other forms of authority, as well as religious leaders, should be expected for Levels 6 and 7. An answer which is confined to merely considering religious leaders as the least important type of religious would only be giving a limited response and limit access to a higher level award for the answer. Candidates may argue that religious leaders are human and therefore fallible representations of divine truths and the least reliable type of religious authority. On the other hand, whilst they may argue that other forms of authority (e.g. sacred writings, traditions, religious leaders, conscience, church, state of meditation, religion-endorsed ethical theories, Holy Spirit, special revelatory experience) are more important there could be a recognition that it is through the leadership and inspiration of religious leaders that the other types of authority are given status and relevance in the wider context of religious belief and practice, etc.



- Q.2 (a) Examine ways in which different types of religious experience have been classified. [45 AO1]**

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

Accurate knowledge and understanding relating to different classifications of religious experience must be demonstrated by candidates. These could include reference to mystical experiences that can be described variously as: apophatic, kataphatic, extrovertive, introvertive, monistic, theistic, theurgic, etc. Reference to classifications as explained by Swinburne and Franks-Davis, etc. Classically reference to William James types of mystical experience: ineffability, transiency, passivity, noetic quality. Other types of religious experience such as conversion, prayer, miracles, religion-specific NDE's, etc may also be referenced. Candidates may also make reference to communal form of religious experiences such as institutional worship, religious rites of passage, mass pilgrimage, etc.

- (b) 'Religious experiences are very important even for people who do not experience them.' Evaluate this assertion. [30 AO2]**

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

Very important: Candidates may argue that individual testimonies can be convincing, moreso than intellectual arguments and therefore have value; also inspiration gained through experiences of others common in human experience so why not also for religious experiences? Lack of empirical experiences not necessarily a determining factor for value of religious experience for non-participants, etc.

Not very important: Consideration of issues relating to authenticity and objectivity – no value arising from subjective nature of religious experiences, the differing interpretations that can be applied to experiences variously described as religious, difficulties with association of religiously inspired phenomena for non-participants rendering experiences as meaningless, concepts of verification and falsification and Hume's critique of miracles may also be applied here as appropriate, etc.

- Q.3 (a) Examine different religious teachings and theories about life after death. [45 AO1]**

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

Accurate knowledge and understanding relating to different religious teachings and theories about life after death must be demonstrated by candidates. They may refer to teachings from a specific religion or more than one religion. Teachings and beliefs that are likely to be covered could include: akhirah, eternal life, heaven, hell, judgement, moksha, paradise, punishment, purgatory, rebirth, reincarnation, resurrection, reward, samsara, sin, sheol, soul, etc. Alternatively candidates may focus on religious philosophical and religious ethical theories that relate to life after death – these ideas could include materialism; replica theory; dualism; attainment of the summon bonum through extension of life/reincarnation; etc.

- (b) ‘There is plenty of convincing evidence to support a belief in life after death.’ Evaluate this assertion. [30 AO2]**

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

Plenty of convincing evidence: Universality of belief in afterlife across religions, cultures and socio-economic divisions with societies; logical concept of existence after death, re: Kant, etc., widespread claims of evidence from differing areas – spiritualism, mediums, child prodigies, NDE’s, past-life regression therapies, etc.

Not plenty of convincing evidence: Empirical evidence for an afterlife cannot be validated to the satisfaction of all; Hume’s criteria against miracles used in relation to evidence for belief in life after death; alternative valid explanations for phenomena often linked to life after death arising from the study of psychology, etc., unreliability of those who claim to have had NDE’s, etc., counter and contradictory claims from religions as to nature of life after death possibly negating the existence of an afterlife, concepts of wish fulfilment, etc. An answer which is confined to merely demonstrating the lack of convincing evidence (or vice versa) would only be giving a limited response and would limit access to the higher level awards for the answer.