



Rewarding Learning

ADVANCED
General Certificate of Education
2018

Religious Studies

Assessment Unit A2 7

assessing

Religious Belief and Competing Claims

[AR271]

WEDNESDAY 20 JUNE, 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)

Band 5 <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
Band 4 <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
Band 3 <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
Band 2 <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
Band 1 <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 explanation of the impact of evolutionary theory for an understanding of the Biblical Creation Narratives may include, e.g.:
- A brief outlining of Darwin’s theory of evolution and developments by subsequent scholarship
 - An exploration of the impact of evolutionary theory on literalist and liberal interpretations of the Creation Narratives
 - Evolution’s challenge to the unique status of humanity, the time frame and time scale of the creation process
 - Evolution’s challenge to the concept of separate species
 - Reference to the views of relevant scientists and scholars, e.g. Darwin, Dawkins, Teilhard de Chardin, Behe, Grosse
 - Evolution’s potential challenge to the concept of Divine Creation and Design
 - Reference to the impact of Darwin’s ‘On the Origin of Species’ upon publication
 - A brief outlining of the primary teaching of the Creation Narratives (Genesis Chapters 1 and 2)
 - Reference to the views of Creationism and Accommodationism
 - An exploration of debates between atheistic and theistic scholars and scientists on the issue of creation [30]

- (b)** A critical assessment of the claim that there is a strong case for Intelligent Design may include, e.g.:
- Theistic support for the concept of Intelligent Design, Brown’s ozone layer
 - The views of Creationism concerning Intelligent Design
 - A brief referencing of the central tenets of Intelligent Design, the universe as showing evidence of design
 - Legal cases both challenging and supporting the teaching of Intelligent Design in State schools
 - Reference to scientific evidence to both challenge and support Intelligent Design, e.g. Chaos Theory, the Anthropic Principle, human genome research
 - Creation as traced back to an initial Big Bang, a primary point of creation
 - Reference to Christian views of God as Creator and Designer of all
 - Reference to God as First and Final Cause
 - Atheistic science’s rejection of Divine Design, the teaching of Hawking, Dawkins and Hitchens [20]

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2 (a) "Humanism is an optimistic vision of the world which substitutes man for God." An examination of this claim may include, e.g.:

- The views of atheistic and/or Christian Humanism concerning the origins and nature of humanity
- Reference to the content of one or more Humanist Manifestos
- Humanism's analysis of religion as a man-made phenomenon, created to evade real fears of suffering and death
- The Humanist view of the harmful effects of religion, the worshipping of Divinity rather than humanity
- Reference to the views of selected Humanists such as Blackham and Huxley
- A rejection of God as morally intolerable, intellectually superfluous and emotionally dispensable
- Reference to the views of Humanist groups such as the British Humanist Association and Humanist campaigns, for example, concerning the teaching of religion in State schools
- Atheistic Humanists call for the separation of Church and State and the call to a secular society
- Atheistic Humanism's rejection of a deity and focus on humanity
- Humanity as the master of their own destiny [30]

(b) A critical assessment of the accusation that Christianity is world evading may include, e.g.:

- Religion as providing cohesion within society, religion's role in rejecting injustice, racism, prejudice and discrimination
- Religion's function in encouraging spiritual and moral values, the Golden Rule
- Reference to religion's assertion of the value and dignity of all humanity and call to care for all human beings
- The role of institutional religions within States, e.g. Christianity within the UK
- Reference to the widespread popularity of religion across the globe
- Humanity's need for spiritual truths and religious fulfilment
- The importance of belief and hope in an afterlife
- Religion as providing teleological goals and eschatological hope
- Religion as being a harmful and divisive force
- Reference to the views of selected atheistic scholars such as Freud, Marx, Sartre, Nietzsche
- Reference to the Marxist, Existentialist and/or Humanist critique of religion
- Religion as suppressing human freedom [20]

AVAILABLE
MARKS

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3 (a) A discussion of the link between religion and morality (with reference to appropriate examples) may include, e.g.:

- A discussion of the link between religious belief in a deity and morality
- An exploration of morality as having its origins in the Divine
- An exploration of moral teaching as found within sacred texts such as the Torah, the Bible, The Qu'ran
- Reference to Divine Command, Natural Law and moral absolutism
- Reference to Aquinas' moral argument for the existence of God
- An exploration of Kant's categorical imperative
- Reference to selected scriptural teaching and tenets concerning morality
- An exploration of the Fall Narratives in Genesis 3 and reference to humanity as fallen and in need of atonement and Divine salvation
- Reference to the concept of Divine judgment, reward and punishment
- Atheism's call to uncouple religion and morality
- Atheist rejection of any and all Divine morality, man as the maker and shaper of humanity
- The call for secular and relativist morality in a postmodernist age
- An exploration of the Utilitarian morality [30]

(b) A critical evaluation of the claim that an absence of religion leads to a collapse of morality may include, e.g.:

- An exploration of theistic support for this claim, the centrality and necessity of God as Divine Lawgiver and religion as providing a clear moral framework
- God as the ultimate source of human morality and religion as disseminating this message
- Religion as supporting humanity's need for moral absolutes and moral guidance
- An exploration of Divine Command theory and/or Natural Law theory in support of this claim
- Eschatological hope as providing motivation to be morally good
- An exploration of the views of relevant religious scholars and writers such as Swinburne, Vardy, Plante, Dostoyevsky, CS Lewis
- Religious leaders as providing strong moral exemplars
- Atheistic Humanism's rejection of this statement as erroneous and offensive
- Reference to Freud's views of morality as socially conditioned
- Religion as offering humanity a flawed and distorted morality, the rejection of God as morally intolerable
- An exploration of the views of atheistic scholars and writers such as Blackham, Huxley, Camus, Sartre, Nietzsche
- Religion as leading to poor moral behaviour, sectarian violence, intolerance and judgementalism
- Reference to one or more Humanist Manifestos as providing humans with a moral framework
- Examples of relevant historical and/or contemporary moral examples may be cited [20]

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4 (a) An identification and consideration of the main features of Jung’s view of religion may include, e.g.:

- An outlining of Jung’s view of religion as a product of, and aid to the human psyche
- An exploration of Jung’s views on the origins and function of religion, religion as lying within the collective unconscious
- Reference to Jung’s writings such as ‘The Archetypes and the Collective Unconscious’, ‘Man and his Symbols’
- Religion as aiding the process of individuation, as benefiting both the individual and society as a whole
- Reference to Jung’s refusal to confirm the reality of religion outside the human psyche
- An exploration of Jung’s teachings concerning archetypes, notably religious archetypes such as God, the shadow, the wise man, the self/ mandala
- Relevant biographical detail concerning Jung’s experience of religion
- Scholarly analysis of Jung’s view of religion [30]

(b) A critical assessment of the view that psychology fails to understand religious belief may include, e.g.:

- An exploration of psychology’s empirical approach to the origins and function of religious belief
- Reference to the views of Freud and Jung concerning the function and value of religious belief
- An exploration of psychology’s failure to acknowledge the reality of the Divine and the supernatural
- The limited remit of psychology and psychological evidence
- Reference to the views of fideism, the primacy of faith over reason
- Counterchallenges to the stated claim, for example, the value of psychology in offering invaluable insights into religious belief
- The importance in understanding the role of the psyche in religious belief
- Reference to alternative methods of analysing religious belief: – sociological, theological [20]

Section A

AVAILABLE MARKS

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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, correct language and terminology appropriate to the course 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 overleaf, 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 outlining and examination of some major issues arising from the theme of religious and secular leadership with reference to at least two different areas of study, may include e.g.:

- An exploration of a number of issues associated with secular and/or sacred leadership
- An analysis of a range of problems associated with leadership including unique and often radical messages, the clash of rival ideologies
- An exploration of contrasting and/or common issues associated with secular and sacred leadership
- An exploration of issues associated with selected leaders from two or more areas of study
- An exploration of problems associated with different styles of leadership including secular, sacred, democratic, dictatorial, despotic
- Reference to named scholars, teachings and texts from two or more areas of study centred on major issues and problems [30]

(b) A critical evaluation of the view that today’s society sees religious leadership as out of touch and unimportant may include, e.g.:

- Reference to other aspects of human experience
- The impact of religious leaders and ideas as generating conflict
- Leadership as demanding obedience from disciples and followers and adherence to the message of leaders
- Reference to the frequent clash of rival ideologies and views
- Religious leadership as frequently challenging the status quo
- Theistic support for the continued importance of religious leadership
- Counterchallenges to the stated claim, examples of leadership-by-consensus
- Reference to examples of collaborative leadership and peaceful leadership/government
- Society as finding security and stability in strong clear leadership
- Humanity’s desire to follow spiritual leaders
- Consideration of historical and/or contemporary examples [20]

Section B

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Total

150