

## **Assessment Schedule – 2021**

### **Scholarship: Religious Studies (93603)**

#### **Question One**

##### **Skill 1: Analysis and critical thinking**

The candidate should present a clear idea of why they think people from different groups (religious and secular) can find it difficult to work towards harmonious coexistence. The candidate's reasons for such difficulties should be examined in light of the passages from authoritative sources that appear to support or diminish the possibility of harmonious coexistence. The candidate can also bring in historical examples and contemporary reports to support their reasons for the difficulties. They should also examine key assumptions about the nature of religious belief and practice in relation to religious diversity. They are not merely outlining why they think there are difficulties in this area for some people from different religions, as they see it, but demonstrating their ability to engage perceptively and skilfully with the question of why there is difficulty in coming to accept common ground across religions, and to lead a structured and coherent discussion.

The candidate should use strong evidence in their analysis of their chosen approach(es) to understanding religious diversity. They should examine key assumptions about the nature of religious belief and practice, consider the issues surrounding varied interpretations of sacred texts, and use varied historical and contemporary examples. They should make judgements about the nature of the evidence they use in their analysis.

*Responses might include:*

- clarification of the approaches to understanding religious diversity they have accessed
- reference to historical examples and theological debates that provide evidence for the reasons difficulties arise
- reference to what they consider the key beliefs and practices of religion to be, with key evidence from a religion's authoritative sources
- reflection on contemporary issues that inform their debate
- a drawing together of historical and contemporary examples, theological debates, and a range of authoritative writings to support their argument.

**Score Allocation – Skill 1: Analysis and critical thinking**

Below Scholarship				Scholarship		Outstanding Scholarship	
1	2	3	4	5	6	7	8
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• makes simple assumptions and does not support them</li> <li>• gives limited or inaccurate alternative viewpoints</li> <li>• dismisses other points of view or is disengaged from them</li> <li>• provides an argument that relies on rhetoric, slogans, or stereotypes</li> <li>• identifies and explains some of the possible key ideas from the question</li> <li>• does not define or analyse key elements of the question</li> <li>• provides a description of religious diversity, but demonstrates limited analysis</li> <li>• will score a 1 or 2 if there is no attempt at analysis</li> <li>• will score a 3 if they show an attempt at analysis, but this lacks consistency or depth</li> <li>• will score a 4 if there is analysis generally present, but the essay parameters are not clearly defined.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>• gives a clear, precise interpretation of the question, including defining the parameters of the question, and answers consistently</li> <li>• bases their answer on clearly articulated reasons or arguments</li> <li>• clearly explains the assumptions their argument makes, and anticipates and defends these assumptions</li> <li>• accurately identifies varied points of view and the assumptions behind them, or engages with different points of view</li> <li>• offers logical reasons for rejecting alternative points of view</li> <li>• addresses issues given in the context of the essay question</li> <li>• will score a 5 if there is a lack of clarity, inadequate consideration of important points, or there are some unsupported generalisations</li> <li>• will score a 6 if there is clarity and adequate consideration of important points, along with well supported generalisations.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>• demonstrates perceptive and insightful comprehension of religious ideas related to their chosen approach(es) to understanding religious diversity</li> <li>• chooses the strongest and most representative versions of the views they are discussing</li> <li>• adopts for the sake of argument the alternative viewpoints, and can explain how and why they give the answers they do from the point of view of a person who affirms those viewpoints</li> <li>• explains with empathy and a grasp of implicit ideas why someone who holds those views would find their position compelling and reasonable</li> <li>• articulates the assumptions behind various viewpoints and explains why they come to different conclusions</li> <li>• will score a 7 if there are minor weaknesses in critical evaluation, or a lack of sustained reference to source evidence</li> <li>• will score an 8 if the analysis and critical thinking is sustained throughout the response.</li> </ul>	

## **Skill 2: Integration, synthesis and application of highly developed knowledge, skills, and understanding to complex situations**

Candidates must integrate their ideas from their own content knowledge to communicate their argument effectively. They will demonstrate highly developed religious knowledge and skills as they substantiate their ideas and argument in response to the complex challenge of finding ways to encourage harmonious coexistence across religious and secular groups. How do they understand religious concepts such as compassion, equality, and shared faith? Their selection and use of historical, contemporary, theological, and other debates within religion will be appropriate to answering the question. Their synthesised response will show their ability to form relationships and connections between religious ideas, particularly around their understanding of what the essence of religion is in relation to religious diversity. The approach(es) to understanding religious diversity which they have used should be strongly substantiated to support their argument.

*Responses might include:*

- an examination of ways in which religion can be inward-looking and defensive or outward-looking and accepting
- an argument for tolerance being enough, thus avoiding the real difficulties of trying to appreciate different religious beliefs and practices
- clarification of what they understand about the range of approaches to religious diversity held by different groups
- debate about the relevance of the perceived difficulties of accepting diversity that some groups have
- an analysis of what they think 'religion' actually is, and what staying true to one's religion looks like
- discussion of key religious concepts such as compassion, equality before God, or peace and unity
- a secular understanding of ways in which secular society has adapted religious ideas.

**Score Allocation – Skill 2: Integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations**

Below Scholarship				Scholarship		Outstanding Scholarship	
1	2	3	4	5	6	7	8
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• draws from one or more disciplines for knowledge and skills, but does not show consistent understanding</li> <li>• refers to sources from world religions and historical examples that are not always relevant</li> <li>• draws from these sources in isolation without showing how they fit together or mutually support each other</li> <li>• shows an inaccurate or overly simplistic picture of the information from these sources</li> <li>• uses these sources selectively and does not note any nuance or complexity</li> <li>• will score a 1 or 2 if there is a lack of highly developed knowledge and skills, and no attempt at integration or synthesis</li> <li>• will score a 3 or 4 for integrated ideas based on knowledge and skills; for a score of 3, there are appropriate pieces of evidence, but these are not integrated well.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>• draws from one or more disciplines for knowledge and skills to show understanding</li> <li>• refers to a range of relevant sources from world religions and historical examples</li> <li>• demonstrates awareness of any debate, with subtlety and nuance in relation to these sources</li> <li>• explains how the information from these sources relates to each other, how they support each other, or are in tension with each other</li> <li>• will score a 5 if there is clear, informed integration, but this may not always be consistent or clearly expressed</li> <li>• will score a 6 if there is a balanced integration of texts and references appropriate to the question.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>• displays a synthesis of highly developed knowledge and skills with independent reflection and extrapolation, very ably showing relationships and connections between religious ideas and the approaches to understanding religious diversity they have focused on</li> <li>• demonstrates sophisticated integration and abstraction</li> <li>• demonstrates the implications of various answers beyond the immediate context into other areas where religion and approaches to religious diversity intersect</li> <li>• takes principles from one context and shows how these relate to another context in which the relevance was not immediately clear</li> <li>• will score a 7 if there are minor lapses in the consistency of sophistication or independent thought</li> <li>• will score an 8 if they demonstrate sophisticated skills of integration, synthesis, and application consistently throughout their response.</li> </ul>	

### **Skill 3: Logical development, precision, and clarity of ideas**

Candidates should communicate their own substantive argument around the question of why some groups find it difficult to work towards harmonious coexistence. Their argument should show logical development, precision, and clarity of ideas as they access relevant knowledge and skills in response to the question. They should be able to advance their argument accurately, non-pejoratively, fluently, and logically, establishing a valid position for their answer to the question.

*Responses might include:*

- a balanced discussion of the range of difficulties that present themselves, with suggestions for ways of overcoming them
- a positive argument for the strength and benefit to be gained from sharing spiritual commonality, drawing on real-life examples and particular theological interpretations
- an apologetic presentation of true religion being under attack from those who won't look beyond their insular self-assurance
- a strong critique of religions not staying true to their imperative to 'love your neighbour'.

**Score Allocation – Skill 3: Logical development, precision, and clarity of ideas**

Below Scholarship				Scholarship		Outstanding Scholarship	
1	2	3	4	5	6	7	8
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• interprets the question inconsistently / incompletely, or does not address the question at all</li> <li>• asserts a point of view without giving arguments or reasons for this view</li> <li>• provides ideas unsupported by systematic discussion</li> <li>• repeats ideas without developing them further</li> <li>• includes inaccurate information or terminology that has a significant impact on the overall argument</li> <li>• will score a 1 or 2 if there is a lack of logical development in the essay</li> <li>• will score a 3 if they have provided a simple argument, but with inconsistencies, inaccuracies, or a lack of clarity</li> <li>• will score a 4 for communicating a relatively simple argument that is explicit.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>• writes a response that has a logical shape to its development</li> <li>• presents ideas systematically, dealing with different topics consecutively</li> <li>• develops ideas and provides facts that are clearly elucidated, with clarity in the use of terms and religious ideas</li> <li>• will score a 5 if the argument wavers or is not consistent</li> <li>• will score a 6 if they have a balanced and valid argument that is mostly substantiated and is sustained throughout.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>• provides a novel line of argument that advances the discussion and does not just repeat the standard arguments</li> <li>• chooses the strongest and most representative versions of the views they are discussing, and expounds them with precision and clarity</li> <li>• discusses varied stances for and against the conclusion they are proposing, and anticipates the main objection to this position</li> <li>• extensively and thoroughly explores the ideas they have chosen</li> <li>• presents an argument with convincing logical development, precision, and clarity, while demonstrating originality</li> <li>• will score a 7 if their argument could be more convincing</li> <li>• will score an 8 for a powerful and sustained argument.</li> </ul>	

## Question Two

### Skill 1: Analysis and critical thinking

The candidate should present a clear idea of why they think it is possible/impossible to appreciate and live with other faith traditions, and what aspects of an individual's faith might be threatened or compromised in the process. The candidate's reasons for such difficulties should be examined in light of the passages from authoritative sources that appear to support or diminish the possibility of harmonious coexistence. The candidate can also bring in historical examples and contemporary reports to support their reasons for the difficulties. They should also examine key assumptions about the nature of religious belief and practice in relation to its own authenticity. They are not merely outlining why they think there might be difficulties in this area, but demonstrating their ability to engage perceptively and skilfully with the question of personal faith in relation to religious diversity.

The candidate should use strong evidence in their analysis of their chosen approach(es) to religious diversity. They should examine key assumptions about the nature of religious belief and practice, and issues of varied interpretations of sacred texts. They should make judgements about the nature of the evidence they use in their analysis.

*Responses might include:*

- an outline of the strength of faith well lived out in a home tradition, paralleled with other faith stories
- clarification of the approaches to understanding religious diversity they have accessed
- reference to historical examples and theological debates that provide evidence for the reasons difficulties arise
- reference to what they consider the key beliefs and practices of religion to be, with key evidence from a religion's authoritative sources
- reflection on contemporary issues that inform their debate
- a drawing together of historical and contemporary examples, theological debates, and a range of authoritative writings to support their argument.

**Q2 Score Allocation – Skill 1: Analysis and critical thinking**

Below Scholarship				Scholarship		Outstanding Scholarship	
1	2	3	4	5	6	7	8
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• makes simple assumptions without supporting them</li> <li>• dismisses other points of view or is disengaged from them</li> <li>• provides an argument that relies on rhetoric, slogans, or stereotypes</li> <li>• identifies and explains some of the possible key ideas from the question</li> <li>• will score a 1 or 2 if there is no attempt at analysis</li> <li>• will score a 3 if they show an attempt at analysis, but this lacks consistency or depth</li> <li>• will score a 4 if there is analysis generally present, but the essay parameters are not clearly defined.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>• gives a clear, precise interpretation of the question, and answers consistently</li> <li>• clearly explains the assumptions their argument makes, and anticipates and defends these assumptions</li> <li>• accurately identifies varied points of view, and the assumptions behind them</li> <li>• offers logical reasons for rejecting different points of view</li> <li>• will score a 5 if there is a lack of clarity, inadequate consideration of important points, or there are some unsupported generalisations</li> <li>• will score a 6 if there is clarity and adequate consideration of important points, along with well supported generalisations.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>• demonstrates perceptive and insightful comprehension of religious ideas related to their chosen approach(es) to understanding religious diversity</li> <li>• chooses the strongest and most representative versions of the views they are discussing</li> <li>• adopts for the sake of argument the alternative viewpoints, and can explain how and why they give the answers they do from the point of view of a person who affirmed those viewpoints</li> <li>• explains with empathy and a grasp of implicit ideas why someone who held those views would find their position compelling and reasonable</li> <li>• articulates the assumptions behind various viewpoints and explains why they come to different conclusions</li> <li>• will score a 7 if there are minor weaknesses in critical evaluation, or a lack of sustained reference to source evidence</li> <li>• will score an 8 if the analysis and critical thinking are sustained throughout the response.</li> </ul>	



**Skill 2: Integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations**

Candidates must integrate their ideas from their own content knowledge to communicate their argument effectively. They will demonstrate highly developed religious knowledge and skills as they substantiate their ideas and argument in response to the complex challenge of coming to appreciate other religious traditions in relation to one's own faith and tradition. Their selection and use of historical, contemporary, theological, and/or other material about the challenge of religious diversity will be appropriate to answering the question. Their synthesised response will show their ability to form relationships and connections between religious ideas, particularly around their understanding of what the essence of religion is in relation to personal faith and religious diversity.

*Responses might include:*

- an examination of ways in which religion can be inward-looking and defensive or outward-looking and accepting
- clarification of what they understand about the range of approaches to religious diversity held by different religions
- debate about the relevance of the perceived and real difficulties of accepting diversity
- an analysis of what they think 'religion' actually is, and what staying true to one's religion looks like.

**Q2 Score Allocation – Skill 2: Integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations**

Below Scholarship				Scholarship		Outstanding Scholarship	
1	2	3	4	5	6	7	8
<p>The candidate:</p> <ul style="list-style-type: none"> <li>draws from one or more disciplines for knowledge and skills, but does not show consistent understanding</li> <li>refers to sources from world religions and historical examples that are not always relevant</li> <li>draws from these sources in isolation without showing how they fit together or mutually support each other</li> <li>shows an inaccurate or overly simplistic picture of the information from these sources</li> <li>uses these sources selectively and does not note any nuance or complexity</li> <li>will score a 1 or 2 if there is a lack of highly developed knowledge and skills, and no attempt at integration or synthesis</li> <li>will score a 3 or 4 for integrated ideas based on knowledge and skills; for a score of 3, there are appropriate pieces of evidence, but these are not integrated well.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>draws from one or more disciplines for knowledge and skills to show understanding</li> <li>refers to a range of relevant sources from world religions and historical examples</li> <li>demonstrates awareness of any debate, with subtlety and nuance in relation to these sources</li> <li>explains how the information from these sources relates to each other, how they support each other, or are in tension with each other</li> <li>will score a 5 if there is clear, informed integration, but this may not always be consistent or clearly expressed</li> <li>will score a 6 if there is a balanced integration of texts and references appropriate to the question.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>displays a synthesis of highly developed knowledge and skills with independent reflection and extrapolation, very ably showing relationships and connections between religious ideas and the approaches to understanding religious diversity they have focused on</li> <li>demonstrates sophisticated integration and abstraction</li> <li>demonstrates the implications of various answers beyond the immediate context into other areas where religion and approaches to religious diversity intersect</li> <li>takes principles from one context and shows how these relate to another context in which the relevance was not immediately clear</li> <li>will score a 7 if there are minor lapses in the consistency of sophistication or independent thought</li> <li>will score an 8 if they demonstrate sophisticated skills of integration, synthesis, and application consistently throughout their response.</li> </ul>	

### **Skill 3: Logical development, precision, and clarity of ideas**

Candidates should communicate their own substantive argument around whether it is possible to appreciate other faith traditions, given their security within and knowledge of their own faith tradition. Their argument should show logical development, precision, and clarity of ideas as they access relevant knowledge and skills in response to the question. They should be able to advance their argument accurately, non-pejoratively, fluently, and logically, establishing a valid position for their answer to the question. The approach(es) to understanding religious diversity they have used should be strongly substantiated to support their argument.

*Responses might include:*

- a balanced discussion of the range of difficulties that present themselves, with suggestions for ways of overcoming them
- a positive argument for the strength and benefit to be gained from sharing spiritual commonality, drawing on real-life examples and particular theological interpretations
- an apologetic presentation of the loss of the possibility of a fuller faith by those who won't look beyond their insular self-assurance.

Below Scholarship				Scholarship		Outstanding Scholarship	
1	2	3	4	5	6	7	8
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• interprets the question inconsistently / incompletely, or does not address the question at all</li> <li>• asserts a point of view without giving arguments or reasons for this view</li> <li>• provides ideas unsupported by systematic discussion</li> <li>• repeats ideas without developing them further</li> </ul> <p>• will score a 1 or 2 if there is a lack of logical development in the essay</p> <p>• will score a 3 if they have provided a simple argument, but with inconsistencies, inaccuracies, or a lack of clarity</p> <p>• will score a 4 for communicating a relatively simple argument that is explicit.</p>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>• writes a response that has a logical shape to its development</li> <li>• presents ideas systematically, dealing with different topics consecutively</li> <li>• develops ideas and provides facts that are clearly elucidated, with clarity in the use of terms and religious ideas</li> </ul> <p>• will score a 5 if the argument wavers or is not consistent</p> <p>• will score a 6 if they have a balanced and valid argument that is mostly substantiated and is sustained throughout.</p>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>• provides a novel line of argument that advances the discussion and does not just repeat the standard arguments</li> <li>• chooses the strongest and most representative versions of the views they are discussing, and expounds them with precision and clarity</li> <li>• discusses varied stances for and against the conclusion they are proposing, and anticipates the main objection to this position</li> <li>• extensively and thoroughly explores the ideas they have chosen</li> <li>• presents an argument with convincing logical development, precision, and clarity, while demonstrating originality</li> </ul> <p>• will score a 7 if their argument could be more convincing</p> <p>• will score an 8 for a powerful and sustained argument.</p>	

**Cut Scores**

Scholarship	Outstanding Scholarship
13 – 19	20 – 24