

Assessment Schedule – 2022

Scholarship: Religious Studies (93603)

Question One

Skill 1: Analysis and critical thinking

The candidate should present a clear idea of what keeping a religion 'alive and real' involves, bringing strong analysis and critical thinking to what they understand the nature of an 'alive and real' religion to be. The candidate's examples and understanding should be examined in light of both authoritative academic theories (feminist, sociological, etc) and the passages from authoritative religious sources that appear to support or diminish the possibility of women having significant and impactful roles and voices. The candidate can also bring in historical examples and contemporary reports to support their examples and analysis. They should also examine key assumptions about the nature of religious belief and practice in relation to women and religion.

The candidate should use strong evidence in their analysis of their chosen approach(es) to understanding women and religion. They should examine key assumptions about the nature of religious belief and practice, the role of women, relevant contested areas of religious politics, 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:

- exploration of origins and changes in women's roles and influence
- an apologetic but critically examined exploration of significant religious writing by women
- reference to what they consider the essential beliefs and practices of religion to be, with key evidence from a religion's authoritative sources
- clarification of methodologies used to understand women and religion to back up their critical thinking
- analysis of cultural and other perspectives on religion and patriarchy in relation to the role of women therein
- use of feminist theology or a critique of feminist theology
- reflection on contemporary issues that inform their debate.

Q1 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"> • makes simple assumptions and does not support them • gives limited or inaccurate alternative viewpoints • dismisses other points of view or is disengaged from them • provides an argument that relies on rhetoric, slogans, or stereotypes • may identify and explain some of the possible key ideas from the question • provides a description of their understanding of women and religion, but demonstrates limited analysis • does not define or analyse key elements of the question • will score a 1 or 2 if there is no attempt at analysis • will score a 3 if they show an attempt at analysis, but this lacks consistency or depth • will score a 4 if there is analysis generally present, but the essay parameters are not clearly defined. 				<p>The candidate:</p> <ul style="list-style-type: none"> • gives a clear, precise interpretation of the question, and answers consistently • bases their answer on clearly articulated reasons or arguments • clearly explains the assumptions their argument makes, and anticipates and defends these assumptions • accurately identifies rival points of view and the assumptions behind them, or engages with different points of view • offers logical reasons for rejecting rival points of view • addresses issues given in the context of the essay question • will score a 5 if there is a lack of clarity, inadequate consideration of important points, or there are some unsupported generalisations • will score a 6 if there is clarity and adequate consideration of important points, along with well supported generalisations. <p>Note: For 5 and 6 there must still be enough scholarship level analysis and critical thinking, particularly evidence of the examination of key assumptions and alternative points of view.</p>		<p>The candidate:</p> <ul style="list-style-type: none"> • demonstrates perceptive and insightful comprehension of religious ideas related to their chosen approach(es) to understanding women and religion • chooses the strongest and most representative versions of the views they are discussing • 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 • explains why someone who held those views would find their position compelling and reasonable • articulates the assumptions behind various viewpoints and explains why they come to different conclusions • will score a 7 if there are minor weaknesses in critical evaluation, or a lack of sustained reference to source evidence • will score an 8 if the analysis and critical thinking is sustained throughout the response. 	

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 examining the role and influence of strong religious women against the backdrop of political and patriarchal issues. How do these women not get distracted by issues of institutional and societal inequality, yet live and write about vibrant faith (focused on generosity and moral guidance, for instance)? 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 the role and influence of women. The approach(es) to understanding women and religion which they have used should be strongly substantiated to support their argument.

Responses might include:

- an insightful unpacking of a range of writings of highly influential religious women
- a drawing together of historical and contemporary examples, theological debates and a range of authoritative writings to support their argument
- reference to, and an understanding of, the issues addressed by contemporary feminist theory
- debate about the range of perspectives and forces in evidence in the history of women and religion
- discussion of key religious concepts that underlie the debate about women and religion
- exploring historical examples in relation to significant religious texts with insight into the complexities of interpretation
- expert interpretation of religious texts and an understanding of the theological debates around women and religion.

Q1 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"> draws from one or more disciplines for knowledge and skills, but does not show consistent understanding refers to sources on women and religion that are not always relevant draws from these sources in isolation without showing how they fit together or mutually support each other shows an inaccurate or overly simplistic picture of the information from these sources uses these sources selectively and does not note any nuance or complexity will score a 1 or 2 if there is a lack of highly developed knowledge and skills, and no attempt at integration or synthesis 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. 				<p>The candidate:</p> <ul style="list-style-type: none"> draws from one or more disciplines for highly developed knowledge and skills to show understanding refers to a range of relevant sources about women and religion demonstrates awareness of any debate, with subtlety and nuance in relation to these sources explains how the information from these sources relates to each other, how they support each other, or are in tension with each other will score a 5 if there is clear, informed integration, but this may not always be consistent or clearly expressed or applied will score a 6 if there is a balanced integration of texts and references, with strong synthesis and application, appropriate to the question. 		<p>The candidate:</p> <ul style="list-style-type: none"> 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 women and religion they have focused on demonstrates sophisticated integration and abstraction demonstrates the implications of various answers beyond the immediate context into other areas where religion and approaches to women and religion intersect takes principles from one context and shows how these relate to another context in which the relevance was not immediately clear will score a 7 if there are minor lapses in the consistency of sophistication or independent thought will score an 8 if they demonstrate sophisticated skills of integration, synthesis, and application consistently throughout their response. 	

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

Candidates should communicate their own substantive argument how (for instance, to what extent and in what ways) strong religious women have strengthened the faithful and kept their respective religious traditions alive and real. 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) (e.g. historical, feminist theory, theology, etc) they use to understanding women and religion should be soundly laid out in order to give their argument soundness and clarity.

Responses might include:

- religious women's particular vision and spiritual intensity have energised their traditions, regardless of circumstances
- culture has interfered with religious truths and practices, and religious women have had to point the faithful in the right direction
- some religious women have knowledgeably and charismatically challenged particular beliefs and practices of their own religious traditions, thus keeping them alive and real
- an argument that they haven't done very well because they encourage retention of the status quo
- an argument that they have accepted the patriarchal boundaries, but still blossomed
- a balanced discussion of the range of difficulties women face in religion, with suggestions for ways of overcoming them using women's religious writings
- many women have lost the possibility of a fuller faith by not looking beyond set patriarchal and institutional roles for women – great women give direction to this fuller faith.

Q1 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"> interprets the question inconsistently / incompletely, or does not address the question at all asserts a point of view without giving arguments or reasons for this view provides ideas unsupported by systematic discussion repeats ideas without developing them further includes inaccurate information or terminology that has a significant impact on the overall argument. <ul style="list-style-type: none"> will score a 1 or 2 if there is a lack of logical development in the essay will score a 3 if they have provided a simple argument, but with inconsistencies, inaccuracies, or a lack of clarity will score a 4 for communicating a relatively simple argument that is explicit. 				<p>The candidate:</p> <ul style="list-style-type: none"> writes a response that has a logical shape to its development presents ideas systematically, dealing with different topics consecutively develops ideas and provides facts that are clearly elucidated, with clarity in the use of terms and religious ideas <ul style="list-style-type: none"> will score a 5 if the argument wavers or is not consistent will score a 6 if they have a balanced and valid argument that is mostly substantiated and is sustained throughout. <p>Note: For 5 and 6 there must still be enough scholarship level logical development, precision, and clarity of ideas.</p>		<p>The candidate:</p> <ul style="list-style-type: none"> provides a novel line of argument that advances the discussion and does not just repeat the standard arguments chooses the strongest and most representative versions of the views they are discussing, and expounds them with precision and clarity discusses key rival stances for and against the conclusion they are proposing, and anticipates the main objection(s) to this position extensively and thoroughly explores the ideas they have chosen presents an argument with convincing logical development, precision, and clarity, while demonstrating originality. <ul style="list-style-type: none"> will score a 7 if their argument could be more convincing will score an 8 for a powerful and sustained argument. 	

Question Two

Skill 1: Analysis and critical thinking

The candidate should present a clear idea of whether they think there has been any significant progress in the empowerment of women in religion, bringing strong analysis and critical thinking to what they understand the nature of the influence of voices of protest or actions have brought to key developments and changes. The candidate's examples and understanding should be examined in light of both authoritative academic theories (feminist, sociological, etc) and the passages from authoritative religious sources that appear to support or diminish the possibility of women having an equal footing in religion. The candidate can also bring in historical examples and contemporary reports to support their examples and analysis. They should also examine key assumptions about the nature of religious belief and practice in relation to women and religion.

The candidate should use strong evidence in their analysis of their chosen approach(es) to understanding women and religion. They should examine key assumptions about the nature of religious belief and practice, the role of women, relevant contested areas of religious politics, 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:

- reflection on contemporary issues that inform their debate
- exploration of origins and changes in women's roles and influence
- clarification of methodologies used to understand women and religion to back up their critical thinking
- analysis of cultural and other perspectives on religion and patriarchy in relation to the role of women therein
- use of feminist theology or a critique of feminist theology
- reference to what they consider the essential beliefs and practices of religion to be, with key evidence from a religion's authoritative sources.

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"> • makes simple assumptions without supporting them • gives limited or inaccurate alternative viewpoints • dismisses other points of view or is disengaged from them • provides an argument that relies on rhetoric, slogans, or stereotypes • may identify and explain some of the possible key ideas from the question • provides a description of their understanding of women and religion, but demonstrates limited analysis • does not define or analyse key elements of the question • will score a 1 or 2 if there is no attempt at analysis • will score a 3 if they show an attempt at analysis, but this lacks consistency or depth • will score a 4 if there is analysis generally present, but the essay parameters are not clearly defined. 				<p>The candidate:</p> <ul style="list-style-type: none"> • gives a clear, precise interpretation of the question, and answers consistently • bases their answer on clearly articulated reasons or arguments • clearly explains the assumptions their argument makes, and anticipates and defends these assumptions • accurately identifies rival points of view, and the assumptions behind them • offers logical reasons for rejecting rival points of view • addresses issues given in the context of the essay question • will score a 5 if there is a lack of clarity, inadequate consideration of important points, or there are some unsupported generalisations • will score a 6 if there is clarity and adequate consideration of important points, along with well supported generalisations. <p>Note: For 5 and 6 there must still be enough scholarship level analysis and critical thinking, particularly evidence of the examination of key assumptions and alternative points of view.</p>		<p>The candidate:</p> <ul style="list-style-type: none"> • demonstrates perceptive and insightful comprehension of religious ideas related to their chosen approach(es) to understanding women and religion • chooses the strongest and most representative versions of the views they are discussing • 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 • explains why someone who held those views would find their position compelling and reasonable • articulates the assumptions behind various viewpoints and explains why they come to different conclusions • will score a 7 if there are minor weaknesses in critical evaluation, or a lack of sustained reference to source evidence • will score an 8 if the analysis and critical thinking are sustained throughout the response. 	

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 issue of what 'women on an equal footing' in religion looks like against a history of patriarchal and hierarchical constrictions for them. How do they understand the spiritual and religious dimensions of life for women and for all of humanity? How do they understand issues of institutional and societal inequality set against a lived vibrant faith (focused on a God who is big enough for all, for instance)? 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 the role and influence of women. The approach(es) to understanding women and religion which they have used should be strongly substantiated to support their argument.

Responses might include:

- an explanation and analysis of historical changes in contested gendered roles in 'religion'
- a drawing together of historical and contemporary examples, theological debates, and a range of authoritative writings to support their argument
- reference to, and an understanding of, the issues addressed by contemporary feminist theory
- debate about the range of perspectives and forces in evidence in the history of women and religion
- discussion of key religious concepts that underlie the debate about women and religion
- exploring historical examples in relation to significant religious texts with insight into the complexities of interpretation.

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

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

Candidates should communicate their own substantive argument about whether or not there has been significant progress made in the empowerment of women in religion, in light of the voices and actions of protest they have chosen to highlight. 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 women and religion they have used should be strongly substantiated to support their argument.

Responses might include:

- a balanced discussion of the range of equality issues that have presented themselves, with examples of how leading women have redefined the spiritual and religious dimensions of religion to stay within and modify their traditions
- a positive argument for the strength and benefit to be gained from the strong critique of women's voices, drawing on real-life examples and particular theological interpretations
- a challenge to the overemphasis on historical constrictions (patriarchal and institutional) on women and religion
- an argument that many women are happy with their role, and all the protests only cause disruption to things as they should be
- an argument that women's spiritual insights and voices have stood equally alongside men's all along, but that the issue is not fully realising it, necessitating a revolution in the role and recognition of women.

Q2 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"> interprets the question inconsistently / incompletely, or does not address the question at all asserts a point of view without giving arguments or reasons for this view provides ideas unsupported by systematic discussion repeats ideas without developing them further includes inaccurate information or terminology that has a significant impact on the overall argument <ul style="list-style-type: none"> will score a 1 or 2 if there is a lack of logical development in the essay will score a 3 if they have provided a simple argument, but with inconsistencies, inaccuracies, or a lack of clarity will score a 4 for communicating a relatively simple argument that is explicit. 				<p>The candidate:</p> <ul style="list-style-type: none"> writes a response that has a logical shape to its development presents ideas systematically, dealing with different topics consecutively develops ideas and provides facts that are clearly elucidated, with clarity in the use of terms and religious ideas <ul style="list-style-type: none"> will score a 5 if the argument wavers or is not consistent will score a 6 if they have a balanced and valid argument that is mostly substantiated and is sustained throughout. <p>Note: For 5 and 6 there must still be enough scholarship level logical development, precision, and clarity of ideas.</p>		<p>The candidate:</p> <ul style="list-style-type: none"> provides a novel line of argument that advances the discussion and does not just repeat the standard arguments chooses the strongest and most representative versions of the views they are discussing, and expounds them with precision and clarity discusses key rival stances for and against the conclusion they are proposing, and anticipates the main objection(s) to this position extensively and thoroughly explores the ideas they have chosen presents an argument with convincing logical development, precision, and clarity, while demonstrating originality <ul style="list-style-type: none"> will score a 7 if their argument could be more convincing will score an 8 for a powerful and sustained argument. 	

Cut Scores

Scholarship	Outstanding Scholarship
13 – 18	19 – 24