OCR
Oxford Cambridge and RSA

A Level Religious Studies

H573/02   Religion and Ethics

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK   **120**

MARKING INSTRUCTIONS

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

1.   Mark strictly to the mark scheme.

2.   Marks awarded must relate directly to the marking criteria.

3.   The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4.   If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the messaging system, or by email.

5.   Crossed Out, Rubric Error (Optional Questions) and Multiple Responses.

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to

whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.   Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.

    a.   Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.

    b.   Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.

    c.   Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.

7.   Award No Response (NR) if:
    •   there is nothing written in the answer space.
    Award Zero '0' if:
    •   anything is written in the answer space and is not worthy of credit (this includes text and symbols).
    Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8.   The **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

    If you have any questions or comments for your team leader, use the phone, the messaging system, or e-mail.

9.   For answers marked by levels of response:

    a.   **To determine the level** – start at the highest level and work down until you reach the level that matches the answer

b.   **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

10 **Annotations**

Annotation	Meaning
L1	Level one – to be used at the end of each part of the response in the margin.
L2	Level two – to be used at the end of each part of the response in the margin.
L3	Level three – to be used at the end of each part of the response in the margin.
L4	Level four – to be used at the end of each part of the response in the margin.
L5	Level five – to be used at the end of each part of the response in the margin.
	Level six - to be used at the end of each part of the response in the margin.
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
SEEN	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Lead Marker and Team Leaders.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Assessment Objectives

Two Assessment Objectives are being assessed in all questions:

AO1 (Demonstrate knowledge and understanding of religion and belief) and

AO2 (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study).

Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed.

Responses are credited for **AO2** for how well the response addresses the question, for candidates using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response
Questions in this paper are marked using a levels of response grid, when using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.
Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.
To use these grids:

Ddetermine the level: start at the highest level and work down until you reach the level that matches the answer.
Determine the mark within the level: consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Assessment of Extended Response

The GCE General Conditions of Recognition state that:

GCE 5.1   In designing and setting the assessments for a GCE qualification which it makes available, or proposes to make available, and awarding organization must ensure that, taken together, those assessments include questions or tasks which allow Learners to -

   a) provide extended responses

As such, the quality of extended responses are assessed in all questions. While marks are not specifically given for this, descriptors for extended responses can be found in the AO2 Levels of Response *in italics.*

Question	Indicative content	Marks	Guidance
1	**Evaluate Aquinas's theological approach to conscience.** *The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.* *The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:* • *demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid **and*** • *the analysis and evaluation of aspects of, and approaches to, religion and belief* **AO1** Candidates may demonstrate knowledge and understanding through the use of some of the following materials: • Aquinas's use of *ratio* (reason placed in every person as a result of being created in the image of God.) • Aquinas's use of *synderesis* (inner principle directing a person towards good and away from evil) • Aquinas's use of *conscientia* (a person's reason making moral judgments) • Aquinas's distinction between vincible ignorance (lack of knowledge for which a person is responsible) and invincible ignorance (lack of knowledge for which a person is not responsible) **AO2** Candidates may demonstrate evaluation and analysis through the use of some of the following arguments. • Some candidates might argue that Aquinas's theological approach to the conscience is convincing because:	**40** **(AO1 16)** **(AO2 24)**	The question specifically asks for evaluation of Aquinas hence this needs to be the main focus of the answer. Whilst candidates may bring in other views of the conscience these views will need to be used to assess Aquinas in order to reach higher levels. Merely putting a different view, although credited appropriately, is not sufficient. Equally there is no requirement for candidates to cover other thinkers. Answers focusing solely on Aquinas can access the full range of marks

Question	Indicative content	Marks	Guidance
	- it upholds the existence of conscience - it demonstrates the presence of God within the workings of the conscience - it links conscience to reason - it explains why there is widespread agreement on the key elements of morality - through the distinction between vincible and invincible ignorance, it explains whether a person is responsible for their moral judgments - it explains the concept of guilt through the concept of *conscientia* working against *synderesis* • Some candidates might argue that Aquinas's theological approach to the conscience is not convincing because: - conscience may not exist at all but may be an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education - God may be seen as being absent from within the workings of the conscience as there is variation in moral thinking which is better explained by culture - conscience may be separate from reason and be linked, for example, to the workings of the unconscious mind - conscience may be better understood through Freud's psychological approach based on psychosexual development - the role of the id, ego and super-ego present a more helpful account of the process of moral decision-making - guilt is better explained through the concept of the super-ego working on the internalised ideals from parents and society, and the super-ego's contradiction with the id • Some candidates may combine these views and argue that Aquinas's theological approach to the conscience is in some ways convincing, and in some ways not convincing because: - the phenomenon of conscience experienced as guilt may or may not indicate the presence of God in moral decision making. - conscience may be linked in part to reason and in part to the workings of		

Question	Indicative content	Marks	Guidance
	the unconscious mind o *synderesis* and *conscientia* may be influenced by various factors including culture, environment, genetic predisposition and education o conscience according to Fletcher may be a term that describes attempts to make decisions creatively using *ratio*		

Question	Indicative content	Marks	Guidance
2	**"'Good' is meaningful." Discuss.** *The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.* *The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:* • *demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid* ***and*** • *the analysis and evaluation of aspects of, and approaches to, religion and belief* **AO1** Candidates may demonstrate knowledge and understanding through the use of some of the following materials: • the meaning of good being the defining question in the study of ethics, the difference between meta-ethics and normative ethics. • naturalism and that belief that values can be defined in terms of some natural property in the world and its application to the term good • intuitionism and the belief that basic moral truths are indefinable but self-evident and its application to the term good • emotivism and the belief that ethical terms evince approval or disapproval	**40** **(AO1 16)**	The focus of the question is intended to direct candidates to the meta-ethical theories however other appropriate interpretations that lead candidates to discuss the meaningfulness of good can receive some credit. Although the word meaningful is only strictly speaking used by emotivists such as Ayer, this is not a subtlety that we might expect at A level and high quality discussion of various theories in meta ethics can be fully credited in response to the question.

Question	Indicative content	Marks	Guidance

	and its application to the term good
	• the application of the understanding of good to relativism; how different theories may explain variations in beliefs about what is good.
	
	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
	
	• Some candidates might argue that the statement good is meaningful is convincing because:
	
	    o good has an objective factual basis that makes it true or false in describing something
	    o good should be understood only in terms of absolute moral laws
	    o from a common-sense approach, people just know within themselves what is good
	    o good is meaningful because it reflects what is in the mind of the person using the term
	
	• Some candidates might argue that the statement good is meaningful is not convincing because:
	
	    o good is a meaningless term and cannot therefore have any factual basis that makes it true or false in describing something
	    o good should be understood only in terms of relativism; what is good is dependent on culture or situation
	    o good is meaningless because each person's knowledge of what is good differs from another person
	    o good is meaningless because it is only a term of approval reflecting what is in the mind of the person using the term
	
	• Some candidates may combine these views and argue that the statement good is meaningful is in some ways convincing, and in some ways not convincing because:
	
	    o whether or not good can be defined as meaningful is irrelevant, since
		(AO2 24)	

Question	Indicative content	Marks	Guidance
	good is good o in a personal sense good is meaningful to the person making the moral statement but it does not have meaning in an objective sense.		

Question	Indicative content	Marks	Guidance
3	**Assess the view that natural law is of no help with regard to the issue of euthanasia.** *The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.* *The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:* • *demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid* ***and*** • *the analysis and evaluation of aspects of, and approaches to, religion and belief* **AO1** Candidates may demonstrate knowledge and understanding through the use of some of the following materials: • Aquinas' adoption and adaptation of Aristotle's theory of natural law and his understanding of telos • natural law understood as the light of reason placed within each person by God; as an orientation towards the good in human nature which is summed up by the key precept (do good and avoid evil), the five primary precepts (preservation of life, ordering of society, worship of God, education of children, and reproduction) and, derived from these, the secondary precepts	40 **(AO1 16)**	The question specifically asks for assessment of natural law and this should be the focus of the response. Where candidates legitimately bring in other ethical theories, these views need to be used to assess Natural Law. Candidates may choose to focus their answer entirely on natural law.

Question	Indicative content	Marks	Guidance

	• the concept of sanctity of life and its religious origins whereby human life is made in God's image and is therefore sacred in value
	 • the nature of voluntary euthanasia whereby a person's life is ended at their request or with their consent
	 • the nature of involuntary euthanasia whereby a person's life is ended without their consent but with the consent of someone representing their interests
	
	 AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
	
	 • Some candidates might argue that the statement that natural law is of no help with regard to the issue of euthanasia is convincing because:
	
	     ○ natural law is a normative ethical theory which takes a religious and teleological approach to moral decision-making whereby the four tiers of laws depend on the existence of God who made and controls the universe
	     ○ natural law is based on concepts of Aristotle and Aquinas which do not have any meaning in twenty-first century medical ethics
	     ○ natural law does not allow a person to have complete autonomy over their own life and decisions made about it
	     ○ unlike the four working principles of Fletcher's situation ethics, natural law does not allow for pragmatism, relativism, positivism and personalism, in making decisions about euthanasia
	     ○ unlike Fletcher's situation ethics, natural law does not allow for conscience being able to make decisions creatively about euthanasia
	
	 • Some candidates might argue that the statement that natural law is of no help with regard to the issue of euthanasia is not convincing because:
	
	     ○ natural law – unlike Kantian ethics and utilitarianism - is a normative ethical theory which takes a religious and teleological approach to moral decision-making whereby the four tiers of laws are dependent on the existence of a God who made and controls the universe
	     ○ natural law upholds the need to discover the moral law through the use of reason which remains applicable in twenty-first century medical ethics
		(AO2 24)	

Question	Indicative content	Marks	Guidance

	o the doctrine of double effect can be used to justify medical non-intervention to end a patient's life
	     o natural law, unlike Fletcher's situation ethics, prevents decisions about euthanasia being entirely individualistic and subjective
	
	 • Some candidates may combine these views and argue that the statement that natural law is of no help with regard to the issue of euthanasia is in some ways convincing, and in some ways not convincing because:
	
	     o aspects of natural law such as the key precept (do good, avoid evil) provide a helpful framework with regard to euthanasia whereas the primary precept of preservation of life does not
	     o the focus of natural law on the use of reason is helpful with regard to the issue of euthanasia but at the same time this is limited by linking it with Divine Law: the law of God revealed in the Bible, particularly in the Ten Commandments
	     o natural law's doctrine of double effect may be applicable with regard to euthanasia which involves medical non-intervention to end a patient's life but is not applicable in cases where medical intervention is used.		

Question	Indicative content	Marks	Guidance
4	**'Kantian ethics provides the best approach to business ethics.' Discuss.** *The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.* *The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good and very good responses will differentiate candidates' skills at:* • *demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid*	40	Candidates may interpret business ethics in a variety of ways. These may include issues named in the specification such as Corporate Social Responsibility or Whistleblowing but candidates are not limited to these issues Other ethical theories can be used to contrast with Kant but there is no requirement that this has to be limited to

Question	Indicative content	Marks	Guidance

	and
	• *the analysis and evaluation of aspects of, and approaches to, religion and belief*
	
	AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:
	
	• Kantian ethics provides a deontological and absolutist approach to moral decision-making.
	• Kant's hypothetical imperative (a command to act to achieve a desired result) and why it is not the imperative of morality.
	• Kant's categorical imperative (a command to act that is good in itself regardless of consequences) and why it is the imperative of morality.
	• Kant's three formulations of the categorical imperative:
	   o 1. Formula of the law of nature (whereby a maxim can be established as a universal law)
	   o 2. Formula of the end in itself (whereby people are treated as ends in themselves and not a means to an end)
	   o 3. Formula of the kingdom of ends (whereby a society of rationality is established in which people treat each other as ends and not means)
	• approaches to business ethics such as the idea of corporate social responsibility whereby a business has responsibility towards the community and environment, and the idea that good ethics is good business
	• globalisation whereby around the world economies, industries, markets, cultures and policy-making is integrated
	• application of Kantian ethics to issues of business ethics such as consideration of whether employees are treated solely as a means to an end
	
	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.
	
	• Some candidates might argue that the statement that Kantian ethics provides the best approach to business ethics is convincing because:
	
	   o the concept of duty (acting morally according to the good regardless of consequences) is the best approach to relationships between the
		(AO1 16)
		
		(AO2 24)
			utilitarianism

Question	Indicative content	Marks	Guidance
	employer and employee, the business and its stakeholders, other businesses, world economies, industries, markets and cultures ○ the formula of the law of nature supports the maxim of truth-telling which is the best approach to whistle-blowing (whereby an employee discloses wrongdoing to the employer or the public) ○ the formula of the end in itself is the best approach to relationships between the employer and employee, the business and its stakeholders, other businesses, world economies, industries, markets and cultures, because it upholds the importance of corporate social responsibility ○ the formula of the kingdom of ends is the best approach in avoiding the 'hypocritical window-dressing' which might otherwise cover the greed of a business intent on making profits ○ since Kantian ethics is entirely reliant on reason it is the best approach for shareholders and stakeholders to follow in profit-making • Some candidates might argue that the statement that Kantian ethics provides the best approach to business ethics is not convincing because: ○ Kantian ethics is too abstract to be applicable to the practical moral decision-making required of businesses in making profits ○ its deontological and absolutist approach does not provide the flexibility required for a business to carry out its responsibility towards its shareholders, stakeholders, other businesses, world economies, industries, markets and cultures ○ a business cannot be successful if it follows the concept of duty (acting morally according to the good regardless of consequences) since within capitalism, profit-making requires continual focus on consequences ○ Kantian ethics is so reliant on reason that it unduly rejects the importance of other factors in decision-making which might be to the benefit of employees and stakeholders ○ from the perspective of capitalism, the formula of the end in itself is contrary to the reality that a business in some ways has to use its employees and customers in pursuit of profit-making ○ utilitarianism – not Kantian ethics - provides the best approach as through the hedonic calculus the benefit or harm of the decisions a business takes can be calculated through examining the likely consequences of the decision		

Question	Indicative content	Marks	Guidance

	• Some candidates may combine these views and argue that the statement that Kantian ethics provides the best approach to business ethics is in some ways convincing, and in some ways not convincing because:
	
	    ○ whilst the broad principles of Kantian ethics in terms of duty provide a useful framework, businesses have to operate in too complex an arena (involving shareholders, stakeholders, other businesses, world economies, industries, markets and cultures) and require great flexibility in making good business decisions.
	    ○ the categorical imperative and its three formulations are useful aspirations for a business but may need to be ignored since a business has to focus on profit-making for its survival and for the benefit of its shareholders and stakeholders
	    ○ whilst for the good of its stakeholders, a business might follow aspects of Kantian ethics (such as the formula of nature in supporting the maxim of truth-telling which leads to whistle-blowing) ultimately this is nothing more than hypocritical window-dressing covering the fact that a business is essentially intent on making profits		

Level (Mark)	Assessment Objective (AO1) Demonstrate knowledge and understanding of religion and belief, including: • *Religious, philosophical and/or ethical thought and teaching* • *Approaches to the study of religion and belief*

Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.

Level (Mark)	
6 (14–16)	An **excellent** demonstration of knowledge and understanding in response to the question: • fully comprehends the demands of, and focusses on, the question throughout • excellent selection of relevant material which is skilfully used • accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
5 (11–13)	A **very good** demonstration of knowledge and understanding in response to the question : • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
4 (8–10)	A **good** demonstration of knowledge and understanding in response to the question: • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • some scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
3 (5–7)	A **satisfactory** demonstration of knowledge and understanding in response to the question: • generally addresses the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. • some scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success
2 (3–4)	A **basic** demonstration of knowledge and understanding in response to the question: • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • A limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success
1 (1–2)	A **weak** demonstration of knowledge and understanding in response to the question: • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • Very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding

Level (Mark)	Assessment Objective (AO2) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study
0 (0)	No creditworthy response
6 (21–24)	**Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.** An **excellent** demonstration of analysis and evaluation in response to the question: • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views skilfully and clearly stated, coherently developed and justified • answers the question set precisely • Thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation ***Assessment of Extended Response:*** *There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.*
5 (17–20)	A **very good** demonstration of analysis and evaluation in response to the question: • clear argument which is mostly successful • mostly successful and clear analysis and evaluation • views well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation ***Assessment of Extended Response:*** *There is a well–developed and sustained line of reasoning which is coherent, relevant and logically structured.*
4 (13–16)	A **good** demonstration of analysis and evaluation in response to the question: • argument is generally successful and clear • some successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • some scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation ***Assessment of Extended Response:*** *There is a well–developed line of reasoning which is clear, relevant and logically structured*
3 (9–12)	A **satisfactory** demonstration of analysis and/evaluation in response to the question: • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • answers the question set • generally appropriate use of technical terms and subject vocabulary. • some scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success ***Assessment of Extended Response:*** *There is a line of reasoning presented which is mostly relevant and which has some structure.*
2 (5–8)	A **basic** demonstration of analysis and evaluation in response to the question: • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • A limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success ***Assessment of Extended Response:*** *There is a line of reasoning which has some relevance and which is presented with limited structure.*
1 (1–4)	A **weak** demonstration of analysis and evaluation in response to the question: • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccesul in answering the question

	• very little use of technical terms or subject vocabulary. • Very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation ***Assessment of Extended Response:*** *The information is communicated in a basic/unstructured way.*
0	No creditworthy response

Assessment Objective (AO) Grids

AO1 Mapping	Assessed?	Question
Demonstrate knowledge and understanding of religion and belief, including:		
• religious, philosophical and/or ethical thought and teaching	Y	1-4
• influence of beliefs, teachings and practices on individuals, communities and societies		
• cause and significance of similarities and differences in belief, teaching and practice		
• approaches to the study of religion and belief.	Y	1-4

AO2 Mapping	Assessed?	Question
Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	Y	1-4