



Oxford Cambridge and RSA

**A Level Religious Studies**

**H573/03 Developments in Christian Thought**

**MARK SCHEME**

**Duration: 2 hours**

**MAXIMUM MARK 120**

**This document consists of 22 pages**

**MARKING INSTRUCTIONS****MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING****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.

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
     	<p>Level one – to be used at the end of each part of the response in the margin.</p> <p>Level two – to be used at the end of each part of the response in the margin.</p> <p>Level three – to be used at the end of each part of the response in the margin.</p> <p>Level four – to be used at the end of each part of the response in the margin.</p> <p>Level five – to be used at the end of each part of the response in the margin.</p> <p>Level six - to be used at the end of each part of the response in the margin.</p>
	<p>Highlighting a section of the response that is irrelevant to the awarding of the mark.</p>
	<p>Point has been seen and noted, e.g. where part of an answer is at the end of the script.</p>

## 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:

**Determine 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	<p><b>‘Bonhoeffer’s theology is still relevant today.’ Discuss.</b></p> <p><i>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.</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> <li>• <i>demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid <b>and</b></i></li> <li>• <i>the analysis and evaluation of aspects of, and approaches to, religion and belief</i></li> <li>• <i>cause and significance of similarities and differences in belief, teaching and practices</i></li> <li>• <i>approaches to the study of religion and belief.</i></li> </ul> <p><b>AO1</b> Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <li>• Bonhoeffer’s teaching on leadership distinguished reinforced traditional Christian teaching that a secular leader can be a good leader if his or her goal is to develop the values of the community; he was very critical of leaders (such as Hitler) who placed themselves above the community</li> <li>• his teaching on civil disobedience was that in most cases Christians have a duty to obey the state (as illustrated in Jesus’ example of obedience to Caesar) but that when the state or leader is causing excessive harm to people and to the God-given order of society then a Christian has a duty to disobey</li> <li>• his teaching on discipleship is that being a follower of Christ and being a good citizen is costly and also requires action in solidarity with others and not blind obedience either to God or to the state; thus, costly grace is the idea that the true Christian disciple’s response to grace is active and sacrificial (as opposed to cheap grace that simply takes Christ’s work for granted)</li> <li>• his theology of community teaches that the idea of ‘church’ is that Christians engage with contemporary society in a ‘religionless’ way (i.e. without all the baggage of traditional church practice); the purpose of church is to develop discipline, brother/sisterhood, meditation/prayer and sacrifice for others.</li> </ul>	<p><b>40</b></p> <p><b>(AO1 16)</b></p>	<p>Bonhoeffer’s theology is rooted in his context and biographical detail and so examiners should ensure that this material is credited when used appropriately.</p> <p>Bonhoeffer’s theology was very explicitly not just about belief but about action and this should be credited.</p> <p>As this question is very broad any elements of the specification on Bonhoeffer might be selected. The mark scheme highlights some of these.</p>

Question	Indicative content	Marks	Guidance
	<p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> <li>• Some candidates might argue that Bonhoeffer's theology is relevant because: <ul style="list-style-type: none"> <li>○ he gives a clear lead to the individual and to the Church on how to act as the conscience of society and to challenge unjust laws and the lack of spiritual values</li> <li>○ his emphasis on the centrality of love and conscience engages with plural societies where there are different value systems. It develops Christian tolerance, sympathy and engagement with contemporary moral issues</li> <li>○ his theology of action means that being Christian is not just having a set of beliefs or passively attending church but being actively engaged in social justice</li> <li>○ his teaching on truth challenges moral relativism and the weaknesses which liberal societies often fall into when they relativise moral values. Examples might be that relativism fails to support any clear moral values. It is unable to tackle political and religious extremism (because all views must be tolerated).</li> </ul> </li> <li>• Some candidates might argue that Bonhoeffer's theology is not relevant because: <ul style="list-style-type: none"> <li>○ he was writing at a particular time in history when Germany was experiencing an extremely unusual circumstance from a singular threat. This means that his theology is less relevant in a globalised world where threats are more complex and harder to locate</li> <li>○ even though he worked to defend the Jews from persecution and he considered the state should give rights to people of different faiths, he didn't believe other faiths were valid. His theology fits uneasily into contemporary multi-faith societies</li> <li>○ his teaching on religionless Christianity undermines the distinctiveness of Christianity; if Christianity tries to adapt too much to the present secular world, it loses its identity.</li> </ul> </li> <li>• Some candidates may combine these views and argue that: <ul style="list-style-type: none"> <li>○ elements such as costly grace retain relevance, while others do not.</li> </ul> </li> </ul>	<b>(AO2 24)</b>	



Question	Indicative content	Marks	Guidance
	<p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> <li>• Some candidates might argue that Jesus was merely a political liberator is convincing because: <ul style="list-style-type: none"> <li>○ Jesus wanted to liberate people from oppressive religious and political exploitation</li> <li>○ presenting Jesus as merely a teacher of inner purity is not enough; Jesus' teaching is about action and transformation of society</li> <li>○ his political actions eventually led to his death because he was too much of a rebel and was stirring up popular feeling against religious and political authorities</li> <li>○ of the significant influence Jesus' teachings have had on Liberation Theology.</li> </ul> </li> <li>• Some candidates might argue that Jesus was merely a political liberator is not convincing because: <ul style="list-style-type: none"> <li>○ Jesus himself resisted being seen as a political leader. He denied being a king and he advised obedience to the political authorities</li> <li>○ there is no convincing evidence that he was part of the Zealot movement</li> <li>○ his treatment of religious minorities, outcasts and women was not politically motivated. His concern was to overcome prejudice and to treat all people with respect</li> <li>○ Jesus' role is better described as a teacher of wisdom and as the Sermon on the Mount illustrates, someone who was concerned with each individual's moral and spiritual transformation</li> <li>○ his criticisms of the religious authorities were not politically motivated but a desire to reform religion by focusing on what he considered to be at its heart.</li> </ul> </li> <li>• Some candidates may combine these views and argue that: <ul style="list-style-type: none"> <li>○ the purpose of Jesus' teaching on liberation was to prompt action. Liberation is therefore both personal and political – but not exclusively political as the question suggests</li> <li>○ those theologians who present Jesus as a liberator argue that his teaching and example illustrate that liberation is spiritual and political; if it were purely political then it would have little religious meaning.</li> </ul> </li> </ul>	<b>(AO2 24)</b>	<p>In arguing, candidates are likely to use a range of influences, positive or negative (e.g. Martin Luther King, Ruether etc.)</p>

Question	Indicative content	Marks	Guidance
3	<p><b>Assess the view that Mary Daly’s theology proves that Christianity is sexist.</b></p> <p><i>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.</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> <li>• <i>demonstrating knowledge and understanding of religion and belief in accordance with all relevant strands of AO1 indicated in the coverage grid <b>and</b></i></li> <li>• <i>the analysis and evaluation of aspects of, and approaches to, religion and belief</i></li> <li>• <i>cause and significance of similarities and differences in belief, teaching and practices</i></li> <li>• <i>approaches to the study of religion and belief.</i></li> </ul> <p><b>AO1</b> Candidates may demonstrate knowledge and understanding through the use of some of the following materials:</p> <ul style="list-style-type: none"> <li>• she argues that because the traditional Christian God is male then this elevates men to the position of ‘gods’ who can then justify their exploitation of women; Christianity is therefore essentially sexist</li> <li>• the Church is sexist in its structures and values; for example, the male leadership in some Christian denominations</li> <li>• Daly’s views about the ‘most unholy Trinity’ of rape, genocide and war suggests that the Church demonstrates its deeply sexist and patriarchal attitudes</li> <li>• the Church promotes ‘rape’ in the way it treats women as objects and genuine persons. For example, the Virgin Mary is not a real woman because she is just a vessel used by God to give birth to Jesus; she is the epitome of the rape victim</li> <li>• the Catholic Church promotes ‘genocide’ in the way it limits women from exercising their reproductive autonomy by prohibiting abortion</li> <li>• the Church’s promotion of ‘war’ indicates how inconsistent it is when one moment it condemns abortion but the next advocates the use of force.</li> </ul>	<p><b>40</b></p> <p><b>(AO1 16)</b></p>	<p>Some candidates might approach this question as an evaluation of Daly’s theology; this will need to be tied in to a focus on whether her views are sufficiently successful to undermine Christianity’s view on women. Other candidates will approach this from the perspective of external evidence and evaluate whether Christianity is sexist with useful reference to Mary Daly. Examples of both may be found in the practice scripts.</p>

Question	Indicative content	Marks	Guidance
	<p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.</p> <ul style="list-style-type: none"> <li>• Some candidates might argue that Daly's theology proves that Christianity is sexist because: <ul style="list-style-type: none"> <li>○ only a completely new form of spirituality will treat women fully as women and not as objects and will allow us to abandon the current form of Christianity</li> <li>○ by the end of her career, due to her view that Christianity was irredeemably sexist, Daly was expressing the need to abandon the narrative created by the history of Christianity and to write a new one (or to weave a new cosmic tapestry) in post-Christian society</li> <li>○ even the idea of God reinforces the God-human slave mentality which is the foundation of the male-female master-slave relationship so that sexist Christianity can be abandoned</li> <li>○ her shocking and unusual language is justified in helping women develop a new spiritual consciousness and to realise how many ordinary Christian words and concepts are sexist and alienating.</li> </ul> </li> <li>• Some candidates might argue that Daly's theology is not able to prove Christianity to be sexist because: <ul style="list-style-type: none"> <li>○ her own ideas are extreme and alienating. Many women don't recognise the world she describes. Her suspicion and anti-male presentation of men is also considered sexist</li> <li>○ other theologians such as Ruether demonstrate that Jesus' treatment of women and his challenge to the social structures of his times illustrates his desire to overcome sexist attitudes in the treatment of women</li> <li>○ she over-exaggerates the sexist aspects of Christianity. For example. the Virgin Mary is not a 'total' rape victim; not all Churches are the same – her focus is primarily on the Catholic Church</li> <li>○ God is not male because in essence he is genderless. 'He' is referred to in male terms because it expresses a human experience of God, but as other feminists have argued God may also be referred to in female terms. Therefore, it is not the case that 'if God is male, then the male is God'.</li> </ul> </li> </ul>	<b>(AO2 24)</b>	



Question	Indicative content	Marks	Guidance
	<p>thought be a positive way in which modern societies should live in the world</p> <ul style="list-style-type: none"> <li>• another reason for secularism might be those who (like Richard Dawkins) consider that religion is irrational and often dangerous. Christianity is considered by some to conflict with human rights and teaches non-scientific, irrational views of the world</li> <li>• some support the view that secularisation is not only a fact (fewer people go to church or believe in Christianity) but that this justifies eliminating religion/Christianity from society because people want to live their lives according to reason not superstition or illusion.</li> </ul> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> <li>• Some candidates might argue that secularism is a threat to contemporary Christianity because: <ul style="list-style-type: none"> <li>○ many agree with secularists that faith schools (notably Christian schools) are divisive and contrary to a view of education which allows children to make up their minds about what they believe</li> <li>○ that the arguments of atheists such as Dawkins and other articulate scientists are persuasive whereas Christian responses are weak, lack reason and sound evidence</li> <li>○ traditional rites of passage like marriages and funerals are now more commonly performed in secular rather than religious settings</li> <li>○ secular society is the dominant culture and religious views are treated with suspicion</li> <li>○ it appears that fewer people in Europe and in even in the USA attend Christian forms of worship than in the past, so religion is clearly in decline.</li> </ul> </li> <li>• Some candidates might argue that secularism is not a threat to contemporary Christianity because: <ul style="list-style-type: none"> <li>○ in a liberal democratic society, no one has a monopoly over what people believe, so Christianity benefits from having to justify its beliefs along with all other beliefs. This ensures that what the various Christian churches teach has to adapt and be relevant to the needs of society</li> <li>○ secularism is not necessarily a sign of a mature society because historically, most societies have been religious and had a belief in the divine</li> </ul> </li> </ul>	<b>(AO2 24)</b>	

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> <li>○ western societies may temporarily be going through a secular phase so Christianity should not be threatened by this but rather learn how it can develop the next phase of society's spiritual development</li> <li>○ secularism is also wrong because Christianity is not infantile or abusive; the opposite is true. Christianity's contribution to art, music, morality etc. can be seen everywhere. Contemporary secularism is not a threat but rather a prompt that Christians need to try harder in their cultural contributions to society</li> <li>○ Societies have experienced periods of secularism before and emerged more religious afterwards.</li> </ul> <ul style="list-style-type: none"> <li>● Some candidates may combine these views and argue that: <ul style="list-style-type: none"> <li>○ the secularist view that fewer people are religious is not supported by evidence. There are people who believe in God, for example, but not in traditional Christianity. Secularism is therefore not a threat to theistic belief but it is a challenge to the Christian churches to find ways of including and supporting new forms of spirituality.</li> </ul> </li> </ul>		



Level (Mark)	<p style="text-align: center;"><b>Assessment Objective (AO1)</b> Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>• <i>Religious, philosophical and/or ethical thought and teaching</i></li> <li>• <i>Approaches to the study of religion and belief</i></li> </ul>
<p style="text-align: center;"><b>6</b> (14–16)</p>	<p>An <b>excellent</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• fully comprehends the demands of, and focusses on, the question throughout</li> <li>• excellent selection of relevant material which is skilfully used</li> <li>• accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used</li> <li>• thorough, accurate and precise use of technical terms and vocabulary in context</li> <li>• extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding</li> </ul>
<p style="text-align: center;"><b>5</b> (11–13)</p>	<p>A <b>very good</b> demonstration of knowledge and understanding in response to the question :</p> <ul style="list-style-type: none"> <li>• focuses on the precise question throughout</li> <li>• very good selection of relevant material which is used appropriately</li> <li>• accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used</li> <li>• accurate and appropriate use of technical terms and subject vocabulary.</li> <li>• a range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding</li> </ul>
<p style="text-align: center;"><b>4</b> (8–10)</p>	<p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• addresses the question well</li> <li>• good selection of relevant material, used appropriately on the whole</li> <li>• mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth</li> <li>• mostly accurate and appropriate use of technical terms and subject vocabulary.</li> <li>• some scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding</li> </ul>
<p style="text-align: center;"><b>3</b> (5–7)</p>	<p>A <b>satisfactory</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• generally addresses the question</li> <li>• mostly sound selection of mostly relevant material</li> <li>• some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth</li> <li>• generally appropriate use of technical terms and subject vocabulary.</li> <li>• some scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success</li> </ul>
<p style="text-align: center;"><b>2</b> (3–4)</p>	<p>A <b>basic</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• might address the general topic rather than the question directly</li> <li>• limited selection of partially relevant material</li> <li>• some accurate, but limited, knowledge which demonstrates partial understanding</li> <li>• some accurate, but limited, use of technical terms and appropriate subject vocabulary.</li> <li>• 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</li> </ul>
<p style="text-align: center;"><b>1</b> (1–2)</p>	<p>A <b>weak</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• almost completely ignores the question</li> <li>• very little relevant material selected</li> <li>• knowledge very limited, demonstrating little understanding</li> <li>• very little use of technical terms or subject vocabulary.</li> <li>• Very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding</li> </ul>
<p style="text-align: center;"><b>0</b> (0)</p>	<p>No creditworthy response</p>

**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.**

## Assessment Objective (AO2)

Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study

**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.**

Level (Mark)	
6 (21–24)	<p>An <b>excellent</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• excellent, clear and successful argument</li> <li>• confident and insightful critical analysis and detailed evaluation of the issue</li> <li>• views skillfully and clearly stated, coherently developed and justified</li> <li>• answers the question set precisely</li> <li>• Thorough, accurate and precise use of technical terms and vocabulary in context</li> <li>• extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.</i></p>
5 (17–20)	<p>A <b>very good</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• clear argument which is mostly successful</li> <li>• mostly successful and clear analysis and evaluation</li> <li>• views well stated, coherently developed and justified</li> <li>• answers the question set competently</li> <li>• accurate and appropriate use of technical terms and subject vocabulary.</li> <li>• a range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>
4 (13–16)	<p>A <b>good</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• argument is generally successful and clear</li> <li>• some successful analysis and evaluation</li> <li>• views well stated, with some development and justification</li> <li>• answers the question set well</li> <li>• mostly accurate and appropriate use of technical terms and subject vocabulary.</li> <li>• some scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>
3 (9–12)	<p>A <b>satisfactory</b> demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• some successful argument</li> <li>• partially successful analysis and evaluation</li> <li>• views asserted but often not fully justified</li> <li>• answers the question set</li> <li>• generally appropriate use of technical terms and subject vocabulary.</li> <li>• some scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>
2 (5–8)	<p>A <b>basic</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• some argument attempted, not always successful</li> <li>• little successful analysis and evaluation</li> <li>• views asserted but with little justification</li> <li>• only partially answers the question</li> <li>• some accurate, but limited, use of technical terms and appropriate subject vocabulary.</li> <li>• A limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success</li> </ul> <p><b>Assessment of Extended Response:</b> <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>
1 (1–4)	<p>A <b>weak</b> demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <li>• very little argument attempted</li> <li>• very little successful analysis and evaluation</li> <li>• views asserted with very little justification</li> <li>• unsuccessful in answering the question</li> <li>• very little use of technical terms or subject vocabulary.</li> <li>• Very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation</li> </ul> <p><b>Assessment of Extended Response:</b> <i>The information is communicated in a basic/unstructured way.</i></p>
0	No creditworthy response

**Assessment Objective (AO) Grids**

<b>AO1 Mapping</b>	<b>Assessed?</b>	<b>Question</b>
Demonstrate knowledge and understanding of religion and belief, including:		
<ul style="list-style-type: none"> <li>religious, philosophical and/or ethical thought and teaching</li> </ul>	Y	1-4
<ul style="list-style-type: none"> <li>influence of beliefs, teachings and practices on individuals, communities and societies</li> </ul>	Y	1-4
<ul style="list-style-type: none"> <li>cause and significance of similarities and differences in belief, teaching and practice</li> </ul>	Y	1-4
<ul style="list-style-type: none"> <li>approaches to the study of religion and belief.</li> </ul>	Y	1-4

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