

GCE

Religious Studies

H573/04: Developments in Islamic thought

A Level

Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Indicative content – Responses might include:	Guidance
1. To what extent is it true to say that there would be no Islam without the prophet Muhammad? [40] AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: • Islam means ‘submitting to the will of God’ and Muslims believe that Islam is the original religion, going back to the time of Adam • prophets (nabi) are people who bring God’s message to humanity. According to the Qur’an, every prophet was given God’s word for their generation • twenty-five prophets are named in the Qur’an, including Adam, Ibrahim (Abraham), Musa (Moses) and Isa (Jesus). The various messages, however, were thought to be distorted, so new prophets were sent, each with another version of the original message • the belief in prophets and messengers is one of the six core beliefs in Islam and comes under the heading of prophecy (risalah). A messenger (rasul) is always a prophet but a prophet is not always a messenger. God sent these messengers and prophets out of love for the creation • Muhammad is known as the ‘seal of the prophets’ because he brought the final message in its completed form, which according to Muslims remained undistorted. It was given in the form of the Qur’an • his title of ‘Seal of the Prophets’ means the fulfilment of the prophetic mission going back to Adam • Muhammad is considered by Muslims, to be the best of all humankind and a living example for people to aspire to. Numerous reports about what he said and did are collected in the body of Hadith that represent the prophetic Sunna.	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: • Muhammad was the only prophet who brought a message to humanity that remains undistorted. The belief that none of the previous prophets managed to do this suggests that there was something about him that was special. So, it is true to say that that there would be no Islam without Muhammad • as a source of religious guidance and authority in his own right it could be argued that there would be no Islam without the role of Muhammad as prophet. For example, the Sunna and Hadith are sources that have been used in the formation of Shari’a law in most schools of jurisprudence. The Shari’a helps guide Muslims to live their lives according to Islam	

Indicative content – Responses might include:	Guidance
- the five daily prayers, observed by all Muslims as one of the Five Pillars, is probably one of the most recognised practices of Islam. The number was decided on Muhammad's Night Journey. So, it could be argued that Islam might exist without Muhammad – but not in its current form - the Qur'an itself, rather than Muhammad plays an important role as God's final revelation and continuing source of guidance to Muslims. Therefore, there would be no Islam without the Qur'an – but there may still have been Islam without the Prophet Muhammad - it was the angel Jibril (Gabriel) who passed on the revelations to Muhammad . It could be argued that it was the angel who played the crucial part in revealing the Qur'an to humanity so even without Muhammad, the revelation could have taken place - Muhammad is not the only person given the status of prophet or messenger in the Islamic tradition. The Qur'an makes reference to many other key prophets, suggesting that they share some importance too. There may have been other suitable candidates for the role of final messenger, had it not been Muhammad - God is believed to be omnipotent, this means God would have found a way to reveal the Qur'an to humanity, even without Muhammad – so it is not true to say that there would be no Islam without Muhammad - Islam as a religion, pre-dates Muhammad . So, although he brought it in its undistorted form, it already existed – it is therefore wrong to say that there would be no Islam without Muhammad - it was only after the death of Muhammad that Islam spread to Europe and other parts of the world. This was partly due to the contribution of the rightly guided caliphs and the Ottoman Empire. So, it may be more appropriate to say that without these Islam would not exist as it is today.	

Indicative content – Responses might include:	Guidance
2. Critically assess the view that the Shari'a is just an ideal. (40) AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: - the word Shari'a literally means 'a clear straight path' and it has the purpose of guiding Muslims, enabling them to live according to God's will - the Shari'a is known as Islamic law and is divided into four main law schools: the Hanifite, Malikite, Shafi'ite and the Hanbali schools of Islamic jurisprudence - the primary source of Islamic law is the Qur'an. The Qur'an is considered the 'word of God' – 'an earthly copy of a heavenly book' - the four main law schools arose as a result of debate over which secondary sources should be used in the formulation of Islamic law - secondary sources include custom, consensus, opinion and analogy - traditionally, since 1100CE and the finalisation of the law schools, the doors of ijtihad (human interpretative effort) have been closed. This has sometimes made it difficult to deal with modern issues - the word 'ideal' refers to something that is desirable or perfect, but which is unlikely to become reality.	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: - the Shari'a (Islamic law) is based on the word of God. As God is believed to be infallible, and humans are not, it could be argued that the Shari'a is just an ideal - human nature is such that Muslims are unlikely to ever follow the Shari'a perfectly, as people are prone to sin – making it just an ideal because it isn't achievable - it could be argued that it is just the concept of the Shari'a that is an ideal, not the Shari'a as a whole - even if the concept of the Shari'a is an ideal it is more than that. It acts as a source of guidance for Muslims in their daily lives – making it more than just an ideal - various versions of Shari'a are implemented in eight countries worldwide – including Saudi Arabia, Afghanistan, Pakistan and parts of Sudan. This is evidence that the Shari'a is more than just an ideal - the use of secondary sources in the formation of the Shari'a shows that it is more than just an ideal. Human interpretation has been used to try and address issues not explicitly dealt with in the Qur'an – practical application is also involved	

Indicative content – Responses might include:	Guidance
- the existence of different law schools shows that the Shari'a is not an ideal (perfect). If there is no consensus as to what sources to use in the formation of Islamic law it is, arguably, flawed - the Muslim community is global. This means that some Muslims live in Islamic states, governed according to versions of the Shari'a, while others live in secular states where the Shari'a has no legal standing. So, for some Muslims it is just an ideal and for others it is not - Shari'a is an ideal and it is right and appropriate for it to be considered just that. To add more to it might be considered interpretation beyond what God has clearly revealed in the Qur'an. Muslims cannot be bound by further legislative rulings and should exercise their own judgement in the light of this ideal.	

Indicative content – Responses might include:	Guidance
3. To what extent has 9/11 made it difficult for Muslims to integrate in Europe? [40] AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: - the needs of industry after World War Two required more workers, which brought mass migration to the UK. This brought significant numbers of Muslims into Western Europe - there have been Muslim communities in Great Britain, for example, since at least the 1880s, beginning in port cities such as Liverpool - some population estimates suggest that there may be significant numbers living as minorities in European countries: just over 4 million Muslims in Great Britain, approximately 5.7 million in Germany and just under 6 million in France - the word integrate means to combine with another to form a whole; to bring people and groups into equal participation within society or community - in many European countries there are a variety of services that are provided by or for the Muslim community. Examples include: mosques for places to pray; halal butchers to provide ritually slaughtered meat; Islamic schools to provide education with an Islamic ethos and the inclusion of Islam on a school's religious studies syllabus - on September 11th 2001 militant Islamists flew hijacked planes into the Twin Towers in New York, a terrorist attack that killed thousands. Although the attack took place in the USA, its impact has been felt by Muslims in Europe ever since - in the aftermath of the attacks there was a rise in hate crimes against Muslims and Muslim buildings in the USA and Europe.	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: - statistics about the number of Muslims living in Europe, in countries such as France, Germany and the UK, show that there has been an increase since 9/11. This suggests that 9/11 hasn't made it difficult for Muslims to integrate in Europe - in the UK there are anti-discrimination laws which mean Islamophobia can be tackled, reducing the likelihood of hate crimes against Muslims and making integration easier - many European countries have services and facilities geared specifically to Muslim communities, including places of worship, halal butchers and Islamic banks. This suggests that it is not difficult for Muslims to integrate in Europe, regardless of 9/11	

Indicative content – Responses might include:	Guidance
- the inclusion of Islam in education systems in some European countries has led to a better understanding of the religion, particularly amongst the younger generation. So, it could be argued that integration is now easier as a result of 9/11 - enough time has passed since 9/11 for it to no longer to have much of an impact on Muslim communities in Europe. While it may have been difficult for Muslims to integrate in the immediate aftermath of the attack, this is no longer the case - in some European countries it is evident that Muslim communities are still treated with suspicion, because of the perceived link between Islam and 9/11. This makes it difficult for Muslims to integrate, particularly as minority groups - it is difficult for Muslims to integrate into some European countries than it is others but not because of 9/11. For example, France could be seen as more difficult to integrate into because of laws restricting head coverings for women (hijab) - another reason might be because some Muslims make a conscious choice not to integrate, instead choosing to mix only amongst their own community. This may be more to do with maintaining cultural and religious traditions - it has always been difficult for Muslims to integrate in Europe, so 9/11 has made it more difficult - it is the secular nature of much of Europe that makes it difficult for Muslims to integrate, not the impact of 9/11.	

Indicative content – Responses might include:	Guidance
4. 'Public interest (maslaha) is more important than individual rights in Islamic law.' Discuss. [40] AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: - the term 'public interest' (maslaha) is defined as 'preventing harm' or 'benefit' for individuals and the society as a whole. It is a very important concept within the framework of Muslim jurisprudence - it is a principle used to derive rulings, when there is a lack of explicit guidance, with the goal of preserving the 5 essentials of human well-being (religion, life, intellect, offspring and property) - Islamic law comprises of four main law schools, arising as a result of differences over which secondary sources should be used - versions of Islamic law are practised in Islamic states such as Iran and Saudi Arabia - in non-Muslim countries such as the UK, Muslims may have access to Islamic law through mosques. Islamic law may be accepted voluntarily as advice but it has no legal status 'rights' may be defined in terms of legal human rights, which the UK Supreme Court defines as the rights and freedom to which every human being is entitled and protection against breaches of these rights by a state. Islamic states may define rights according to various interpretations of Islamic law - acting in the interests of people, according to recognised moral principles, provides ethical context for application of rights, which may vary according to country, situation and the extent of accepted Islamic influence.	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: - severe punishments for individuals in Islamic law, for acts such as adultery and theft, are applied in some Muslim countries according to the damage they cause to society as a whole. This suggests that public interest is more important than individual rights in Islamic law - according to some interpretations crimes such as murder may receive capital punishment or the payment of compensation, according to the decision of the aggrieved family, suggesting individuals bringing a case have the ultimate decision, within the bounds of what is considered fair recompense in the eyes of the community, rather than concern for the individual rights of the guilty party	

Indicative content – Responses might include:	Guidance
- the concept of the Shari’a is to guide Muslims to the straight path. This suggests that Islamic law is about individual conduct placing individual rights above public interest in Islamic law - the concepts of greater and lesser Jihad refer to both individual conduct and that of the Muslim community. This suggests that for Islamic law and ethics both individual rights and public interest are important - greater Jihad refers to individual cleansing and renewal so it could be used to argue that the rights of the individual are more important than public interest - it is individuals that make up the Muslim community as a whole, suggesting that neither one is more important than the other in Islamic law and ethics. So, public interest and individual rights are equally important - according to Islamic law ‘enjoining good and forbidding wrong’ is seen as a communal responsibility. This suggests that public interest is more important - the concept of public interest (maslaha) includes consideration of effects on individuals. This means that public interest and individual rights are of equal importance - as Islamic law is a legal framework governing the behaviour of Muslims and ethics may be considered more focused as personal guidelines, it could be argued that public interest is of more importance to the former and individual rights to the latter.	

Level (Mark)	<u>Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1)</u> <i>Demonstrate knowledge and understanding of religion and belief, including:</i> • 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.
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 skillfully 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 very good 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. • a good range of 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. • A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success	
2	A basic demonstration of knowledge and understanding in response to the question:	

Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1) <i>Demonstrate knowledge and understanding of religion and belief, including:</i> • 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.
(3–4)	• 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	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	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.
6 (21–24)	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 skillfully and clearly stated, coherently developed and justified • answers the question set precisely throughout • 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: <i>There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.</i>	
5 (17–20)	A very good demonstration of analysis and evaluation in response to the question: • clear argument which is mostly successful • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
4 (13–16)	A good demonstration of analysis and evaluation in response to the question: • argument is generally successful and clear • generally 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. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i>	

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 • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of 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: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>
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: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>
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 • unsuccessful 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: <i>The information is communicated in a basic/unstructured way.</i>
0 (0)	No creditworthy response

MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

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% (traditional 40% Batch 1 and 100% Batch 2) 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 RM Assessor messaging system, or by email.
5. **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.)*

Contradictory Responses

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

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 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.
7. There is a NR (**No Response**) option. Award NR (No Response):
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The RM Assessor **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 RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. 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

11. Annotations

Annotation	Meaning
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	(H573 only) 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.
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

12. 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.

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 the 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.

The Mark Scheme contains 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.

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 or 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.

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*.

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