



**GCE**

**Religious Studies**

**H573/02: Religion and ethics**

Advanced GCE

**Mark Scheme for June 2019**

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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
<p data-bbox="165 304 1015 367"><b>1. ‘Natural Law provides the best approach to sexual ethics.’ Discuss.</b></p> <p data-bbox="165 405 1023 470">AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following materials:</p> <ul data-bbox="217 508 1075 1050" style="list-style-type: none"> <li>• Natural Law’s use of <i>telos</i> and the judgment about something being good, bad, right or wrong in the area of sexual ethics being based on its success or failure in achieving its <i>telos</i>.</li> <li>• Natural Law in the area of sexual ethics seen in the context of the ordered universe governed by the four tiers of law: eternal, divine, natural and human</li> <li>• Natural Law in the area of sexual ethics understood as the light of reason placed within each person by God; as an orientation towards the good in human nature</li> <li>• the application in the area of sexual ethics of the key precept (do good and avoid evil) and five primary precepts (preservation of life, ordering of society, worship of God, education of children, and reproduction)</li> <li>• the primary precepts in the area of sexual ethics seen as being applied through the application of innumerable secondary precepts which are derived from them.</li> </ul> <p data-bbox="165 1088 1043 1153">AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.</p> <ul data-bbox="217 1191 1075 1993" style="list-style-type: none"> <li>• Some candidates might argue that the statement that ‘Natural Law provides the best approach to sexual ethics’ is convincing because: <ul style="list-style-type: none"> <li>○ Natural Law’s use of the concept of <i>telos</i> is a clear, coherent and logical one, and alongside the rational basis of natural law make it the best approach to sexual ethics</li> <li>○ Natural Law’s use of the four tiers of law provides the best approach as it integrates sexual ethics within human life seen in its physical, societal and religious dimensions</li> <li>○ Natural Law’s primary precepts of reproduction and ordering of society, provide the best focus and the best overall approach to all decision-making in the area of sexual ethics</li> <li>○ the secondary precepts of Natural Law provide the best approach as they allow for sexual ethics to be responsive to the differing nature of society over time.</li> </ul> </li> <li>• Some candidates might argue that Natural Law that the statement that ‘Natural Law provides the best approach to sexual ethics’ is not convincing because: <ul style="list-style-type: none"> <li>○ Natural Law’s use of <i>telos</i> is taken from a pre-scientific understanding of the universe, and with regard to sexual</li> </ul> </li> </ul>	<p data-bbox="1107 508 1426 804">Candidates do not need to refer to all of the sexual ethics topics named on the spec. The focus of the question needs to be Natural Law although comparison with other theories is likely</p>

<b>Indicative content – Responses might include:</b>	<b>Guidance</b>
<p>ethics it is both dated and simplistic and cannot therefore be the best approach</p> <ul style="list-style-type: none"> <li>○ as it is set within the context of the four tiers of law Natural Law cannot be the best approach as it ignores changes in morality, legality and tolerability regarding sexual ethics</li> <li>○ Natural Law’s absolutist approach means it is not the best approach as it does not allow for how traditional religious beliefs regarding sexual ethics have changed over time</li> <li>○ the religious aspect of Natural Law means that it cannot be the best approach to sexual ethics as it does not recognise and is not responsive to the impact of secularism</li> <li>○ in comparison with the religious normative approach of Situation Ethics, the deontological normative approach of Kantian Ethics or the teleological normative approach of Utilitarianism, Natural Law is trumped as the best approach to sexual ethics.</li> </ul> <p>Some candidates may combine these views and argue that in certain aspects ‘Natural Law provides the best approach to sexual ethics’ such as the focus on human nature having an orientation towards the good, but in other areas such as its lack of adaptability to changes over time it is deficient</p>	

Indicative content – Responses might include:	Guidance
<p><b>2. Assess the view that Utilitarianism does not help with business ethics.</b></p> <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>• application of the significant concept of utility (what will offer the greatest happiness to the greatest number of people) in teleological and relativist approaches to business ethics</li> <li>• application of the hedonic calculus (calculating the benefit or harm of an act through its consequences) and its use as a measure of individual pleasure as this affects profits/people</li> <li>• application of Act Utilitarianism (calculating the consequences of each situation on its own merits) and its use in promoting the greatest amount of good over evil, or pleasure over pain along with application of Rule Utilitarianism (following accepted laws that lead to the greatest overall balance of good over evil, or pleasure over pain) and its use in promoting the common good</li> <li>• corporate social responsibility (that a business has responsibility towards the community and environment) and its application to stakeholders, such as employees, customers, the local community, the country as a whole and governments</li> <li>• the approach of good ethics is good business (that good business decisions are good ethical decisions) and its application to shareholders and profit-making</li> <li>• globalisation (that around the world economies, industries, markets, cultures and policy-making is integrated) and its impact on stakeholders in offering the greatest happiness to the greatest number of people.</li> <li>• whistle blowing as a responsibility in ensuring the greatest happiness to the greatest number of people by identifying when a business is not fulfilling its ethical responsibilities</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 Utilitarianism is of no help with regard to business ethics because: <ul style="list-style-type: none"> <li>○ as a teleological and relativist system it is based only on consequences of actions rather than on the actions themselves as found in deontological and absolutist approaches to ethics</li> <li>○ use of the hedonic calculus (calculating the benefit or harm of an act through its consequences) may be narrowly applied by shareholders of a business to the maximisation of profits which would in turn lead to neglecting the obligations of corporate social</li> </ul> </li> </ul>	<p>Candidates who use Kantian Ethics need to do so in order to assess Utilitarianism rather than acting as a point of contrast. Candidates do not have to give equal treatment of both Utilitarianism and Business Ethics.</p>

<b>Indicative content – Responses might include:</b>	<b>Guidance</b>
<p>responsibility (that a business has responsibility towards the community and environment)</p> <ul style="list-style-type: none"> <li>○ the desired outcome of Act Utilitarianism (calculating the consequences of each situation on its own merits) might clash with the desired outcome of Rule Utilitarianism (following accepted laws that lead to the greatest overall balance of good over evil, or pleasure over pain) when decisions are made by the shareholders of the business</li> </ul> <ul style="list-style-type: none"> <li>● Some candidates might argue that Utilitarianism is of help with regard to business ethics because: <ul style="list-style-type: none"> <li>○ as a teleological and relativist ethical system, Utilitarianism is flexible and future-oriented which is key to the success of any business in balancing profit/people</li> <li>○ Utilitarianism supports corporate social responsibility (that a business has responsibility towards the community and environment) because this maximises utility for all stakeholders not just for employers or shareholders intent on maximising profits</li> <li>○ Utilitarianism supports globalisation (that around the world economies, industries, markets, cultures and policy-making is integrated) as the spread of capitalism enable humans to flourish whilst consumerism provides the opportunity to maximise pleasure</li> <li>○ the balance between Act Utilitarianism (calculating the consequences of each situation on its own merits) and Rule Utilitarianism (following accepted laws that lead to the greatest overall balance of good over evil, or pleasure over pain) provides a business with sufficient checks and balances in attempting to maximise profits whilst not sacrificing the common good.</li> </ul> </li> </ul> <p>Some candidates may combine these views and argue that in certain respects Utilitarianism is of limited help to a business because it is not based on fundamental principles such as duty (acting morally according to the good) which are accepted in national and international markets; however in other respects Utilitarianism is of help particularly due to its focus on looking ahead to what will achieve the common good for the business, its shareholders and stakeholders.</p>	

Indicative content – Responses might include:	Guidance
<p><b>3. ‘The terms good, bad, right and wrong reflect only what is in the mind of the person using them.’ Discuss.</b></p> <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>• Naturalism (the belief that values can be defined in terms of some natural property in the world) and its application to the terms good, bad, right and wrong</li> <li>• the application of Naturalism to absolutism</li> <li>• Intuitionism (the belief that basic moral truths are indefinable but self-evident and its application to the term good and by extension to the terms bad, right and wrong</li> <li>• Emotivism (the belief that ethical terms evince approval or disapproval) and its application to the term good, bad, right and wrong</li> <li>• the application of Emotivism to relativism.</li> </ul> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.</p>	<p>Candidates are likely to recognise this as a Meta Ethics question but other relevant, legitimate approaches could be credited.</p>

<b>Indicative content – Responses might include:</b>	<b>Guidance</b>
<ul style="list-style-type: none"> <li>• Some candidates might argue that the statement that good, bad, right and wrong reflect only what is in the mind of the person using such terms is convincing because: <ul style="list-style-type: none"> <li>○ all ethical terms such as good, bad, right and wrong are relative to the situation and circumstance</li> <li>○ good, bad, right and wrong do not refer to factual or real properties which are evident in and of themselves</li> <li>○ absolutism in moral judgments is illogical and therefore good, bad, right and wrong are meaningless terms which do not refer to anything real or existent</li> <li>○ the judgment that something is good, bad, right and wrong varies from one person to another and is therefore all in the mind</li> <li>○ good, bad, right and wrong are no more than terms of approval or disapproval reflecting what is in the mind of the person.</li> </ul> </li>   <li>• Some candidates might argue that the statement that good, bad, right and wrong reflect only what is in the mind of the person using such terms is not convincing because: <ul style="list-style-type: none"> <li>○ all ethical terms such as good, bad, right and wrong are absolute and universal in application regardless of situation and circumstance</li> <li>○ good, bad, right and wrong refer to factual or real properties which are evident in and of themselves</li> <li>○ ethical terms such as good, bad, right and wrong have an objective basis which makes them true or false in describing something</li> <li>○ from a common-sense perspective, because all people share the same understanding of something being good, bad, right and wrong, these terms do not reflect only what is in the mind</li> <li>○ normative ethical theories such as Natural Law, Situation Ethics, Kantian Ethics and Utilitarianism are based on the belief that terms such as good, bad, right and wrong can be applied to acts and used in making judgments about consequences</li> </ul> </li> </ul> <p>Some candidates may combine these views and argue that whilst good, bad, right and wrong might reflect what is in the mind of the person using such terms in specific situations; in general the terms reflect a common understanding across humanity.</p>	

Indicative content – Responses might include:	Guidance
<p><b>4. To what extent is Freud’s psychological approach to conscience the most helpful approach?</b></p> <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>• details of Freud’s overall approach to psychosexual development (early childhood awareness of libido)</li> <li>• Freud’s analysis of psychosexual development (early childhood awareness of libido)</li> <li>• Freud’s assessment of the id (instinctive impulses that seek satisfaction in pleasure) and how this relates to conscience</li> <li>• Freud’s assessment of the ego (mediates between the id and the demands of social interaction) and how this relates to conscience</li> <li>• Freud’s assessment of the super-ego (contradicts the id and working on internalised ideals from parents and society tries to make the ego behave morally) and how this relates to conscience.</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 Freud’s psychological approach to the conscience being helpful, is convincing because: <ul style="list-style-type: none"> <li>○ it upholds the existence of conscience</li> <li>○ it provides a clear explanation of how conscience develops in a person over time</li> <li>○ it explains why one person might have a conscience which differs from that of another person</li> <li>○ it gives an account of why a person may feel guilt – which is associated with conscience – regarding acts which are regarded as bad and wrong</li> <li>○ it does not require a metaphysical/religious a priori to explain the existence of conscience.</li> </ul> </li> <li>• Some candidates might argue that Freud’s psychological approach to the conscience being helpful, is not convincing because: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ it is more helpful to understand conscience through the theological approach of Aquinas which links conscience to God</li> <li>○ it is more helpful to link the workings of conscience to reason rather than to the unconscious mind</li> <li>○ guilt and moral-decision making are better explained using a model of conscience other than that of Freud.</li> </ul> </li> </ul>	<p>The primary focus of the question is Freud and therefore the response needs to focus in the main on Freud and whether his approach is most helpful. Other approaches or scholars may be credited where legitimately linked to discussion of Freud.</p>

<b>Indicative content – Responses might include:</b>	<b>Guidance</b>
<p>Some candidates may combine these views and argue that whilst Freud's psychological approach to conscience is helpful insofar as it provides a coherent secular account of conscience which is rooted in modern psychological understanding of the human person, it is at the same time limited by its perhaps unsubstantiated tripartite differentiation of the ego, id and super-ego.</p>	

Level (Mark)	<b>Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1)</b> <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> <li>• Religious, philosophical and/or ethical thought and teaching</li> <li>• Approaches to the study of religion and belief</li> </ul>	<b>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.</b>
<b>6</b> (14–16)	An <b>excellent</b> demonstration of knowledge and understanding in response to the question: <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 skillfully 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>	
<b>5</b> (11–13)	A <b>very good</b> demonstration of knowledge and understanding in response to the question : <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 very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding</li> </ul>	
<b>4</b> (8–10)	A <b>good</b> demonstration of knowledge and understanding in response to the question: <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>• a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding</li> </ul>	
<b>3</b> (5–7)	A <b>satisfactory</b> demonstration of knowledge and understanding in response to the question: <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>• 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</li> </ul>	
<b>2</b> (3–4)	A <b>basic</b> demonstration of knowledge and understanding in response to the question: <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>	
<b>1</b> (1–2)	A <b>weak</b> demonstration of knowledge and understanding in response to the question: <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>	
<b>0</b> (0)	No creditworthy response	

Level (Mark)	<b>Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2)</b> <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	<b>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.</b>
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 throughout</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>• successful and clear analysis and evaluation</li> <li>• views very 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 very good 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>• generally 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>• a good range of 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>• mostly answers the set question</li> <li>• generally appropriate use of technical terms and subject vocabulary.</li> <li>• 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</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> </ul>	

	<ul style="list-style-type: none"> <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 (0)	No creditworthy response

## 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.

# 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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