

Sixth Form Specimen Examination Mark Scheme Religious Studies (Philosophy & Theology)

2 mark question – give/state

One mark given per correct piece of information given. Two marks available as it asks for two pieces of information to be given. These can be one-word answers or short sentences.

Examples of accepted answers: can be done in a church/at home/sing hymns/prayer beads/liturgical/non liturgical/5 times a day for Muslims/pillar of Islam/set prayers/informal prayers

Any other relevant answer must be credited.

4 mark question – explain

One mark given for belief stated and then another mark given for an explanation of the belief. The question asks for two beliefs so this must be repeated to gain the full marks. Any religion can be referred to.

Example:

One religious belief about Places of Worship is that Christians attend a Church. They worship at a Church, usually on a Sunday, through celebration of the Eucharist or singing hymns.

Muslims worship in a Mosque. One of the Five Pillars of Islam (salat) instructs Muslims to pray five times a day and this can be done in a Mosque.

6 mark question – influence

Criteria	Mark
No relevant content given.	0
<ul style="list-style-type: none"> • Basic, undeveloped beliefs have been given but it has not been explained how these influence a believer • No attempt has been made to refer to sacred scripture 	1-2
<ul style="list-style-type: none"> • Clear and accurate beliefs have been made and the answer has attempted to explain how these may influence a believer • Vague reference to sacred scripture given 	3-4
<ul style="list-style-type: none"> • Detailed and specific beliefs about the afterlife have been given in the context of how these beliefs may influence a believer • Clear and accurate reference to sacred scripture given 	5-6

8 mark question – compare/contrast

Criteria	Mark
No relevant content given	0
<ul style="list-style-type: none"> • Basic understanding of the topic given • Answer may be unclear and lacking in detail • The candidate has stated information/facts about the afterlife rather than comparing and contrasting information 	1-2
<ul style="list-style-type: none"> • Sound understanding of the topic given and the candidate is beginning to refer to specific religious/atheist/ethical/philosophical teaching or ideas • Answer may be general with some detail but depth and breadth is lacking • An attempt has been made to compare and contrast 	3-4
<ul style="list-style-type: none"> • Good understanding of the topic given with clear references to specific religious/atheist/ethical/philosophical teaching and ideas • Answers are more specific with some depth and breadth of knowledge shown • Students have successfully compared and contrasted religious belief showing ways in which different beliefs are similar and ways in which they are different 	5-6
<ul style="list-style-type: none"> • Candidates have shown comprehensive understanding that includes specific and accurate references to particulars of religious/atheist/ ethical/ philosophical teaching and ideas • Answer shows depth and breadth of knowledge in thorough detail • The student has compared and contrasted confidently, choosing the most relevant information to be given. They have identified ways these beliefs are similar and ways they are different. 	7-8

12 mark question – Evaluate

Criteria	Mark
Nothing worthy of credit.	0
<ul style="list-style-type: none"> • Point of view with reason(s) stated in support 	1-3
<ul style="list-style-type: none"> • Reasoned consideration of a point of view. • A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. <p>OR</p> <ul style="list-style-type: none"> • Recognition of different points of view, each supported by relevant reasons/evidence. • Maximum of Level 2 if there is no reference to religion. 	4-6
<ul style="list-style-type: none"> • Reasoned consideration of different points of view. • Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. 	7-9

Clear reference to religion.	
<ul style="list-style-type: none">• A well-argued response, reasoned consideration of different points of view.• Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.• References to religion applied to the issue.	10-12