
Grade Descriptions and Assessment Objectives

Percentage Weighting of Assessment Objectives:

There are two assessment objectives in OCR RS A Level.

A01: 40%

Demonstrate knowledge and understanding of religion and belief, including:

- Religious, philosophical and/or ethical thought and teaching
- Influence of beliefs, teachings and practices on individuals, communities and societies
- Cause and significance of similarities and differences in belief, teaching and practice
- Approaches to the study of religion and belief

A02: 60%

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

GRADE 'A' CANDIDATE

An 'A' Grade candidate focuses on the precise question throughout, has a very good selection of relevant material, which is used appropriately, providing accurate and detailed knowledge, which demonstrates very good understanding through either the breadth or depth of the material used. An 'A' grade candidate provides a very good demonstration of analysis and evaluation in response to the question. They provide clear and convincing arguments, successful and clear analysis and in depth evaluations. Views are very well stated, coherently developed and justified. This candidate uses accurately and appropriately technical terms and subject vocabulary, providing a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority; demonstrating knowledge and understanding. They are used appropriately to support analysis and evaluation of the subject matter. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.

GRADE 'E' CANDIDATE

An 'E' grade candidate gives a basic or weak demonstration of knowledge and understanding. They may address the general topic but ignore/partially ignore the question. There is some accurate, but limited, knowledge and understanding but this is limited and may be wrong at times. Technical terms are rarely used or are used out of context, limiting their impact. There is little/or no range of scholarly views and academic approaches. Sources of wisdom and authority are rarely used or do not show knowledge and understanding. Throughout the answer there is little attempt to analyse the material shared. Very little argument is attempted and the answer is only partial in answering the question. The answer is communicated without structure. The line of reasoning may be limited.

Essay Cover Sheet

Student Name:

Date Set:

Deadline:

Essay Title:

AO1 – Knowledge and understanding

Mark: _____

AO2 – Analysis, evaluation and application

Mark: _____

Overall comments:

Mark: _____ Grade: _____

A-LEVEL RELIGIOUS STUDIES MARKING FEEDBACK SHEET

Write your targets from your last assessment here:

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Self-assessment How confident are you?	Very confident	Just about satisfied, but could be better	I think I need help with this area
I have included a range of knowledge and Understanding (studies/concepts/theories)			
My explanations are detailed			
I make my evidence and arguments relevant to the question			
I have included a range of explicit evaluation points.			
I have included a meaningful introduction and critical conclusion			

Teacher comments and targets for next assessment

What went well.....	Even better if.....
1.	1.
2.	2.
3.	3.



Philosophy of Religion: Lesson Checklist 1 – Year 1

Lesson – After each lesson tick this box if present – this will allow you to keep your file up to date and will show gaps if you miss any lessons.

Understanding – After each topic, we will review knowledge. Mark each lesson from 1-5 (1 – difficult, 5 – easy) take into consideration your understanding of the topic; keywords, scholarly quotes, key themes and knowledge. This will show areas to recap on and areas for extra revision.

Grade – After each topic there will be an end of topic question – put your grade in this box. Some lessons may also contain other graded pieces of work that will be recorded here.

Topic one - Ancient Philosophical influences	Lesson	Understanding	Grade
Introduction to rationalism and empiricism/a posteriori and a priori knowledge/Plato and Aristotle			
Plato's 'Analogy of the Cave' – story and symbolism			
Plato's Theory of Forms			
Plato's Form of the Good and the Demiurge			
Evaluation of Plato			
Aristotle's Four Causes			
Aristotle's Prime Mover			
Evaluation of Aristotle			
Comparison and evaluation of Aristotle and Plato– End of topic Question			
Topic two – Arguments from reason			
Introduction to a priori/a posteriori arguments, deductive/inductive reasoning, analytic/synthetic statement			
Anselm's first ontological argument			
Topic two – Soul, mind & body			
Introduction - Ideas of personal identity – what makes me, me?			
Comparison of Plato & Aristotle's ideas on the soul			
Belief that there is a separate non-physical mind/soul in addition to body			
Introduction to Dualism – Descartes			
Continuation of Dualism			
Introduction to materialism			
Continuation on materialism – Dawkins			
Variations of materialism – identity theory			

H573/1 Philosophy of Religion: Lesson Checklist 2 – Year 1

Review Dualism & Materialism	Lesson	Understanding	Grade
Consider arguments for the soul			
Consider arguments against the soul – End of topic question			
Topic three - Arguments based on observation			
Teleological argument – Paley’s watch			
Paley’s view against criticisms			
Aquinas’ teleological argument			
Cosmological argument – first and second way			
Aquinas’ third way			
Leibniz principle of sufficient reason			
Hume’s challenges to arguments			
Mill’s objections to arguments			
Darwinian evolutionary challenge to argument			
Responses to challenges – Tennant & Swinburne			
Exam Techniques – End of topic question			
Topic four – The problem of evil			
Introduction to moral and natural evil – inconsistent triad			
Mackie’s presentation of problem of evil			
Introduction to Augustine’s view on problem of evil			
Overview of Augustine’s life and influences			
Criticisms of Augustine’s theodicy			
Introduction to Irenaeus’ view on problem of evil			
Hicks presentation of Irenaeus’ theodicy			
Development of ideas – Swinburne, Karamazov, Mackie – End of topic question			

H573/1 Philosophy of Religion: Lesson Checklist 1 – Year 2

Topic one - Religious experience	Lesson	Understanding	Grade
Introduction to religious experience			
Nature of experience – William James			
Numinous experience – Otto’s account			
Conversion experience – two types of conversion			
James and Swinburne - Religious experiences are genuine			
Freud and Feuerbach – Religious experiences are psychological			
Russel and Dawkins – Religious experiences are physiological			
Problems relating to religious experience			
Corporate experience as a response to individual nature of Religious experience			
Evaluation of what may or may not be proved by religious experiences – End of topic question			
Topic two – The nature or attributes of God			
Overview of issues surrounding the attributes of God			
Different presentations of the idea of omnipotence			
Aquinas’ views on whether God can change the past or if he can sin			
Scholarly approaches to omnipotence			
Different understandings of the relationship between God & time and the effect on omniscience and free will			
Boethius view that God is outside time & Anselm’s extension			
Swinburne’s idea of God inside of time			
Calvin and process theologians who sacrifice belief in free will			
Consider the success of the different solutions to the issues of omniscience and free will.			
Review Boethius & resolving conflicts in God’s divine attributes. End of topic question			
Topic three – Religious language			

H573/1 Philosophy of Religion: Lesson Checklist 2 – Year 2

Via negativa – the difficulty in describing God in human language	Lesson	Understanding	Grade
Via negativa – accepts impossibility of description			
Difficulties of via negativa			
Via Positiva – Aquinas’ analogical view of religious language			
In depth analogical views			
Challenges to analogy			
Tillich’s view that language is symbolic			
Issues with symbolic language			
Comparison of approaches - End of topic question			
Topic four – 20th century perspectives & philosophical comparisons			
The method of logical positivism			
Examination of Ayers view as found in ‘language, truth and logic’			
Issues with the verification principle			
The evolution of Wittgenstein’s view on language from the Tractatus to the later view of language games & forms of life			
Wittgenstein cont. Evaluation of approach			
Flew’s challenge to religious language			
Hares response influenced by Wittgenstein			
Mitchells partisan – religious belief can be falsified			
Aquinas as cognitive vs Wittgenstein as non-cognitive			
Application and interpretation of religious texts			
End of topic question – timed and assessed.			
Exam Practice			
Exam Practice			

H573/2 Religion and ethics: Lesson Checklist 1 – Year 1

Topic one – Natural Law	Lesson	Understanding	Grade
Introduction to Ethics			
Introduction to Natural Law			
The revealed and the Cardinal Virtues (four laws)			
Five primary precepts (preservation of life, ordering of society, worship of God, education of children, reproduction)			
Goods, acts, virtues, proportionality			
Evaluating natural law			
Critical analysis of Natural law - End of topic question			
Topic two – Situation ethics			
Introduction to Situation ethics			
The concept of agape			
The six propositions and the four working principles			
Conscience			
Evaluating Situation ethics			
Exam preparation - End of topic question			
Topic three – Euthanasia			
Sanctity of life			
Quality of life			
Types of euthanasia			
Legality of euthanasia			
Natural law on euthanasia			
Conclusion of Natural Law on euthanasia			
Situation ethics on euthanasia			

H573/2 Religion and ethics: Lesson Checklist 2 – Year 1

Conclusion of Situation ethics on euthanasia	Lesson	Understanding	Grade
Evaluating issues surrounding euthanasia - End of topic question			
Topic four – Kantian ethics			
Introduction to Kantian reason and three postulates			
Kant's theory of duty			
Categorical (& Hypothetical) Imperative			
Various formulations of categorical imperative			
Evaluation of Kantian ethics			
Essay preparation - End of topic question			
Topic five – Utilitarianism			
Introduction to Utilitarianism - Utility			
John Stuart Mills and utilitarianism			
Bentham and utilitarianism			
Act versus Rule			
Evaluating Utilitarianism - End of topic question			
Topic six – Business ethics			
Introduction to Business ethics			
Corporate social responsibility & 'whistle blowing'			
Benefits and problems surrounding business ethics			
Globalisation			
Kantian ethics on business ethics			
Concluding Kantian ethics on business ethics			
Utilitarianism on Kantian ethics			
Concluding utilitarianism on Kantian ethics - End of topic question			

H573/2 Religion and ethics: Lesson Checklist 1 – Year 2

Topic one – Meta ethical theories	Lesson	Understanding	Grade
Introduction to Meta ethics – ethical language			
Naturalism (cognitive)			
Intuitionism (cognitive)			
Emotivism (Non-Cognitive)			
Prescriptivism (Non-cognitive)			
Essay preparation - End of topic question			
Topic two – Conscience			
Introduction to conscience			
Aquinas's approach – ratio, synderesis and conscientia			
Aquinas's approach - vincible and invincible ignorance			
Evaluating Aquinas's approach			
Essay preparation - End of topic question			
Butler & Newman			
Freud's psychological approach - psychosexual development & Id			
Freud's psychological approach – ego and super-ego			
Evaluating Freud's approach			
Essay preparation - End of topic question			
Compare and contrast Aquinas and Freud – Homework question			
Modern understanding of conscience			
Conscience as a moral guide			
Formation of conscience			

H573/2 Religion and ethics: Lesson Checklist 2 – Year 2

Problems with conscience	Lesson	Understanding	Grade
Evaluation of topic			
Essay preparation - End of topic question			
Topic three – Sexual ethics			
Introduction to Sexual ethics			
Premarital and extramarital sex			
Homosexuality			
Traditional religious beliefs and practices			
The impact of secularism on Sexual ethics			
Natural law and sexual ethics			
Situation ethics and sexual ethics			
Kantian ethics and sexual ethics			
Utilitarianism and sexual ethics			
Essay preparation - End of topic question			
Topic four - Revision			
Revision			
Exam Preparation			
Revision			
Exam Preparation			
Revision			
Exam Preparation			

