

OCR Religious Studies AS GCE Specification

New format from June 2003

Example question papers for 1 hour examinations from June 2003

Each question paper will bear the following instructions on the cover, as appropriate:

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

[2760] Answer **two** questions, one from each of the two Parts you have studied.

[2761-2770] Answer **two** questions, one from each part. [2764 & 2766] Answer questions from **one** alternative only.

Do **not** answer two questions from the same part.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

The quality of your written communication will be taken into account.

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UNIT 2760: FOUNDATION FOR THE STUDY OF RELIGION

Answer **two** questions, **one** from each of the two Parts you have studied.

Do not answer more than one question from any one part.

Part 1

Foundation for Unit 2761: Philosophy of Religion 1 (AS)

Answer only **one** question from this part.

Either

- 1 (a) Explain criticisms that have been made of Plato's Theory of Forms. [33]
(b) How valid are these criticisms, in your view? [17]

Or

- 2 (a) Explain Plato's understanding of 'the Form of the Good'. [33]
(b) 'Plato unfairly suggests that only intelligent, philosophical people can be truly good.' Discuss. [17]

Part 2

Foundation for Unit 2762: Religious Ethics 1 (AS)

Answer only **one** question from this part.

Either

- 3 (a) Explain how meta-ethics is different from normative ethics. [33]
(b) 'Everyone knows what "good" means.' Discuss. [17]

Or

- 4 (a) Explain how the idea of the 'Golden Mean' is used in Virtue Ethics. [33]
(b) 'Virtue ethics is an easy system to put into practice.' Discuss. [17]

Part 3

Foundation for Unit 2763: Jewish Scriptures 1

Answer only **one** question from this part.

Either

- 5 (a) Explain what is meant by Form Criticism. [33]
(b) 'Form Criticism does not help in understanding the Jewish Scriptures.' Discuss. [17]

Or

- 6 (a) Explain what is meant by Hohma (Wisdom) literature. [33]
(b) 'Knowing the type of literature being studied is essential in understanding the Jewish Scriptures.' Discuss. [17]

Part 4

Foundation for Unit 2764: New Testament 1

Answer only **one** question from this part.

Alternative A: The Early Church

Either

- 7 (a) What was distinctive about the Sadducees? [33]
(b) 'The Sadducees were not important for the ordinary first century Palestinian Jew.' Discuss. [17]

Or

- 8 (a) Explain the purposes of the Acts of the Apostles. [33]
(b) 'Acts cannot be seen as a reliable historical document.' Discuss. [17]

Alternative B: The Gospels

Or

- 9 (a)** What was distinctive about the Sadducees? [33]
- (b)** 'The Sadducees were not important for the ordinary first century Palestinian Jew.'
Discuss. [17]

Or

- 10 (a)** Explain what is meant by the Synoptic Problem. [33]
- (b)** 'Understanding the Synoptic Problem does not help in understanding the gospels.'
Discuss. [17]

Part 5

Foundation for Unit 2765: Developments in Christian Thought 1

Answer only **one** question from this part.

Either

- 11 (a)** Explain what is meant by a fundamentalist approach to scriptures. [33]
- (b)** 'A fundamentalist approach to scripture creates problems for the believer.'
Discuss. [17]

Or

- 12 (a)** Explain Biblical teaching about the rôle of women. [33]
- (b)** 'The Bible teaches that men and women are equal.' Discuss. [17]

Part 6

Foundation for Unit 2766: Eastern Religions 1

Answer only **one** question from this part.

Alternative A: Buddhism

Either

13 (a) Explain how the Buddha came to the conclusion that everything is dukkha. [33]

(b) 'Stories of the Buddha's life show that he must have been a supernatural figure and not an ordinary human being.' Discuss. [17]

Or

14 (a) Explain what Buddhists mean by The Middle Way. [33]

(b) How useful is the concept of The Middle Way in helping Buddhists know how to behave? [17]

Alternative B: Hinduism

Or

15 (a) Explain what archaeologists in the Indus valley have suggested about the religious beliefs of the people who lived there. [33]

(b) 'The seals are the most important discoveries for learning about religion in the Indus valley civilisation.' Discuss. [17]

Or

16 (a) Explain the main characteristics of the Vedic god Indra. [33]

(b) How fair is the view that the religion of the Vedas is monotheistic? [17]

Part 7

Foundation for Unit 2767: Islam 1

Answer only **one** question from this part.

Either

17 (a) Explain why Muhammad ﷺ is called the 'final messenger of God'. [33]

(b) 'To understand Islam it is necessary to understand the life of Muhammad ﷺ.'
Discuss. [17]

Or

18 (a) Explain the religious background of pre-Islamic Arabia. [33]

(b) 'The growth of Islam cannot be understood without a consideration of the area in which it originated.' Discuss. [17]

Part 8

Foundation for Unit 2768: Judaism 1

Answer only **one** question from this part.

Either

19 (a) Explain what is meant by the Jews being described as a 'chosen people.' [33]

(b) 'Being chosen is a blessing, not a burden.' Discuss. [17]

Or

20 (a) Explain the purpose of the Talmud. [33]

(b) 'The Talmud was written by rabbis and so cannot be as important as the Torah.'
Discuss. [17]

UNIT 2761: PHILOSOPHY OF RELIGION 1 (AS)

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain Descartes' version of the ontological argument. [33]
(b) 'The ontological argument does not work.' Discuss. [17]
- 2 (a) Explain the main arguments expressed in the radio debate between Copleston and Russell about the existence of God. [33]
(b) 'Russell made a more convincing case than Copleston.' Discuss. [17]
- 3 (a) Explain how followers of Marx have challenged the idea that religious experience is evidence for the existence of God. [33]
(b) 'Religious experience is the most convincing evidence for God's existence.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain Paley's teleological argument. [33]
(b) 'Paley's teleological argument cannot meet the challenges of Darwinism.' Discuss. [17]
- 5 (a) Explain Mill's challenge to teleological arguments for the existence of God. [33]
(b) 'Mill's objections to teleological arguments cannot be successfully met.' Discuss. [17]
- 6 (a) Explain the theodicy of Irenaeus. [33]
(b) 'Suffering does not make us better people, it just makes us miserable.' Discuss. [17]

UNIT 2762: RELIGIOUS ETHICS 1 (AS)

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain what Kant meant by 'the Categorical Imperative'. [33]
(b) Assess critically Kant's claims about the Categorical Imperative. [17]
- 2 (a) Explain how a follower of Natural Law might respond to issues raised by abortion. [33]
(b) 'A Natural Law approach is the best approach to abortion.' Discuss. [17]
- 3 (a) Explain the main ethical principles of the religion you have studied. [33]
(b) "'Treat others the way you would like to be treated yourself" is the most important ethical principle.' How fair is this claim, in relation to the religion you have studied? [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain what is meant by a relativist morality. [33]
(b) 'Relativist systems give no convincing reasons why people should bother to be good.' Discuss. [17]
- 5 (a) Describe and explain the main principles of Utilitarianism. [33]
(b) 'Utilitarianism has nothing at all in common with religious ethics.' Discuss. [17]
- 6 (a) Explain a Utilitarian approach to issues raised by fertility treatment. [33]
(b) 'A Utilitarian approach to issues raised by fertility treatment leads to wrong moral choices.' Discuss. [17]

UNIT 2763: JEWISH SCRIPTURES 1

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain the main features of the Covenant with Noah. [33]
(b) 'The Covenant with Noah is the most important Covenant.' Discuss. [17]
- 2 (a) Explain the importance for the Israelites of the teachings found in Exodus 20. [33]
(b) 'The giving of the Ten Commandments is the most important part of the Covenant with Moses.' Discuss. [17]
- 3 (a) Explain the main concepts in the covenant in Jeremiah 31. [33]
(b) 'Jeremiah's covenant was not really new.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain how G-d treated Job in Job 1-14. [33]
(b) In what ways were Eliphaz, Bildad and Zophar helpful to Job? [17]
- 5 (a) Explain why Job says: 'therefore I despise myself, and repent in dust and ashes' (Job 42:6). [33]
(b) 'The sufferings of Job were completely unjustified.' Discuss. [17]
- 6 (a) Explain what the book of Jonah teaches about the relationship between G-d and humanity. [33]
(b) 'The story of Jonah is not important unless it is historically true.' Discuss. [17]

UNIT 2764: NEW TESTAMENT 1

1 hour

Answer questions from **one** alternative only.

Alternative A: The Early Church

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) What can be learnt from the passages you have studied about the first-century encounters between the culture of Jewish Christians and other cultures? [33]
(b) To what extent were the early followers of Jesus really 'Christians' rather than actually practising Jews? [17]
- 2 (a) Explain how, in the passages you have studied, Paul changes his message according to his audience. [33]
(b) 'Paul often failed to adapt his message to his audience.' Discuss. [17]
- 3 (a) What were the particular problems which Paul found when he visited Ephesus? [33]
(b) 'Paul did not understand his audience at Ephesus.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain what is said in Acts about the treatment of Gentiles decided upon at the Council of Jerusalem. [33]
(b) How far did Paul put these teachings into practice in the passages which you have studied? [17]
- 5 (a) Describe the Council of Jerusalem, with particular reference to the Apostolic Letter (Acts 15:23b-29). [33]
(b) 'Circumcision was the most important issue at the Council of Jerusalem.' Discuss. [17]
- 6 (a) Explain Paul's encounters with James and Peter, as recorded in Galatians 2. [33]
(b) 'The two accounts of Paul's Jerusalem visits, as recorded in Acts 15 and Galatians 2, cannot both be true.' Discuss. [17]

Answer questions from **one** alternative only.

Alternative B: The Gospels

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain in what ways scholars have decided on the dating of the gospel of Mark. [33]
(b) 'The gospels were never meant to be historical records so we should not expect them to be accurate.' Discuss. [17]
- 2 (a) Explain the use of Old Testament ideas in the passages which you have studied. [33]
(b) 'Jesus' death was a tragic accident which the gospel writers try to explain away with the ideas of sacrifice and redemption.' Discuss. [17]
- 3 (a) Explain the main differences between the accounts of the crucifixion in the gospels of Mark and John. [33]
(b) 'Although Mark was concerned with the Jesus of history, John's gospel shows that his main interest was theology.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain the main differences between the Resurrection narratives in the gospels of Mark and John. [33]
(b) 'The Jews were innocent of the death of Jesus; all the blame lies with the Romans.' Discuss. [17]
- 5 (a) Explain the debate about the purpose of John's Gospel. [33]
(b) 'In John's gospel, faith is more important than facts.' Discuss. [17]
- 6 (a) Describe and explain two resurrection appearances in John's gospel. [33]
(b) 'The resurrection appearances in John were intended as testimonies of faith and not as records of historical fact.' Discuss. [17]

UNIT 2765: DEVELOPMENTS IN CHRISTIAN THOUGHT 1

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain the traditional position of women according to Augustine. [33]
- (b) 'Christianity teaches that women are inferior to men and modern scholars cannot effectively argue against this teaching.' Discuss. [17]
- 2 (a) Explain the recent teachings of the Roman Catholic church in relation to the position of women. [33]
- (b) To what extent can these teachings be defended? [17]
- 3 (a) Explain the main aims of modern feminist theology. [33]
- (b) 'Feminism undermines Christian teaching on the family.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain the arguments which are used in support of Liberation Theology. [33]
- (b) 'Liberation Theology is too close to Marxism to be acceptable to the Christian church.' Discuss. [17]
- 5 (a) How can the teaching of Jesus be used to support the doctrine of Liberation Theology? [33]
- (b) 'The arguments of the Roman Catholic church do nothing to undermine the value of the principles involved in Liberation Theology.' Discuss. [17]
- 6 (a) Explain how and why Marxism has been used by liberation theologians. [33]
- (b) 'The problem with liberation theology is not that it has used Marxism, but that it hasn't used it enough.' Discuss. [17]

UNIT 2766: EASTERN RELIGIONS 1

1 hour

Answer questions from **one** alternative only.

Alternative A: Buddhism

Answer **two** questions; **one** question from Part 1 and **one** question from Part 2.

Part 1

Answer **one** question from this part.

- 1 (a) Explain the nature and role of the Sangha in Buddhist life. [33]
(b) 'The Sangha puts more into the Buddhist community than it takes out.' Discuss. [17]
- 2 (a) Explain what Buddhists means when they call the Buddha a 'Refuge'. [33]
(b) How fair is the claim that Buddhists try to escape from real life, instead of dealing with it? [17]
- 3 (a) Explain the different ways in which monastic and lay Buddhists aim to follow the Noble Eightfold Path. [33]
(b) 'It is impossible to follow the Noble Eightfold Path without being a member of the Sangha.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain what Buddhist mean by the Three Marks of Existence. [33]
(b) 'Buddhism puts too much emphasis on suffering, and does not recognise that many people lead happy and contented lives.' Discuss. [17]
- 5 (a) Explain what Buddhists understand by the term nibbana (nirvana). [33]
(b) 'Nibbana is not a worthwhile goal, as it promises nothing but emptiness.' Discuss. [17]
- 6 (a) Explain the relation between kamma and rebecoming, in Buddhist thought. [33]
(b) 'Buddhists believe that each person is responsible for his or her own suffering, so there is no need to take pity on the less fortunate.' How fair is this claim? [17]

Answer questions from **one** alternative only.

Alternative B: Hinduism

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain the relation between the One and the many in the thinking of Sankara. [33]
(b) 'Sankara's ideas are helpful for ordinary people.' Discuss. [17]
- 2 (a) Explain why Krishna is such a popular deity for Hindu worship. [33]
(b) 'Krishna's characteristics make him seem more like a human and not like a god.' Discuss. [17]
- 3 (a) Explain the practice of puja in the Hindu home. [33]
(b) 'The murtis are more than just aids for concentrating the mind.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain how Hindus might follow the path of jnana to achieve moksha. [33]
(b) 'Jnana is the most demanding way of achieving moksha.' Discuss. [17]
- 5 (a) Explain the relation between karma and samsara in Hinduism. [33]
(b) 'Belief in karma discourages people from trying to change their situation in life.' Discuss. [17]
- 6 (a) Explain the main teachings of the Bhagavad Gita about the nature of dharma. [33]
(b) 'The Bhagavad Gita teaches that nothing is more important than dharma.' How fair is this claim? [17]

UNIT 2767: ISLAM 1

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain why the Five Pillars are so important to Muslims. [33]
(b) 'Shahadah is sufficient without the other four pillars.' Discuss. [17]
- 2 (a) Explain the how Muslim belief is reflected in the design of the mosque. [33]
(b) 'Zakah is more important than spending money on buildings.' Discuss. [17]
- 3 (a) Explain why sawm is such a vital part of the Muslim year. [33]
(b) 'Observing sawm is an essential part of the strength of the ummah.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain the importance of the Qur'an for Muslims. [33]
(b) 'Muslims need the example of the life of Muhammad ﷺ as much as they need the Qur'an.' Discuss. [17]
- 5 (a) Explain the importance of Salat-ul Jumu'ah for a Muslim community. [33]
(b) 'Salat-ul Jumu'ah and regular daily prayers are the most important aspects of Muslim life.' Discuss. [17]
- 6 (a) Explain the importance of jihad in preserving the Islamic way of life. [33]
(b) 'A Muslim who practises jihad should never resort to violence.' Discuss. [17]

UNIT 2768: JUDAISM 1

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain what is meant by Law in the passages you have studied. [33]
(b) 'Judaism could not survive without the Law.' Discuss. [17]
- 2 (a) Explain the main differences between the roles of men and women in Judaism. [33]
(b) 'Judaism discriminates against women.' Discuss. [17]
- 3 (a) Explain the origins and purpose of kashrut. [33]
(b) 'All aspects of kashrut are equally important.' Discuss. [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain the observance of the High Holy days (Rosh Hashanah and Yom Kippur). [33]
(b) 'Yom Kippur is the most important day of the year for Jews.' Discuss. [17]
- 5 (a) Explain the continuing importance of the mitzvot for Jewish life today. [33]
(b) 'If Jews do not keep all the mitzvot then they cannot be regarded as good Jews.' Discuss. [17]
- 6 (a) Explain the origins of Pesach. [33]
(b) 'Without the Temple there is no point in celebrating Pesach.' Discuss. [17]

UNIT 2769: PHILOSOPHY OF RELIGION 2 (AS)

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain what is meant by the *via negativa*. [33]
(b) 'The *via negativa* helps people to understand the mystery of God.' Discuss. [17]
- 2 (a) Explain Hume's view that sensible people do not believe in miracles. [33]
(b) How fair is the claim that reports of miracles usually come from unreliable sources? [17]
- 3 (a) Explain Dawkins' objections to the view that people have souls. [33]
(b) How convincing are Dawkins' views? [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain what people mean by 'the resurrection of the body' after death. [33]
(b) 'The idea of resurrection does not make sense.' Discuss. [17]
- 5 (a) Explain the concept of rebirth after death. [33]
(b) 'It is impossible for a newborn baby to be the same person as someone who has just died.' Discuss. [17]
- 6 (a) Explain the characteristics of an experience which might make someone describe it as 'religious'. [33]
(b) 'Visions and voices are far more likely to be caused by mental illness than to come from God.' Discuss. [17]

UNIT 2770: RELIGIOUS ETHICS 2 (AS)

1 hour

Answer **two** questions, **one** from Part 1 and **one** from Part 2

Part 1

Answer **one** question from this part.

- 1 (a) Explain how a Utilitarian might answer the question of whether it can ever be right to start a war. [33]
(b) 'A Utilitarian approach to war can never be just.' Discuss. [17]
- 2 (a) Explain how the ethics of the religion you have studied might be applied to the issues raised by abortion. [33]
(b) 'The sanctity of life is the most important principle to be considered in discussion of abortion.' How fair is this claim? [17]
- 3 (a) Explain what is meant by 'libertarianism'. [33]
(b) How fair is the claim that all of our ethical choices are freely made? [17]

Part 2

Answer **one** question from this part.

- 4 (a) Explain why people might reject the idea that the conscience is the voice of God. [33]
(b) 'Conscience should always be obeyed.' Discuss. [17]
- 5 (a) Explain how 'good' is understood in the religion you have studied. [33]
(b) To what extent do the ethics of the religion you have studied depend on following moral rules? [17]
- 6 (a) Explain how Virtue ethics might be applied to issues raised by sexual relationships. [33]
(b) 'In sexual relationships, Virtue ethics is useless.' Discuss. [17]

MARKING GUIDE

For this set of example question papers, no question-specific outlines have been provided as they are intended as a guide to the structure and approach of the new format of question papers for one-hour examinations. However, if teachers wish to use questions or entire papers for practice purposes they should follow the marking criteria below and draw on their own subject knowledge in assessing the relevance of the content of answers. Although it is impossible to provide definitive grade boundaries for papers which have not been 'awarded' after an examination session, boundaries are usually applied according to the following scheme:

Unit grade	a	b	c	d	e
mark as %	80	70	60	50	40

The **Religious Studies Subject Criteria** [1999] define 'what candidates know, understand and can do' in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

AO1: Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study. *Weighting: 66%*

AO2: Sustain a critical line of argument and justify a point of view. *Weighting: 34%*

The requirement to assess candidates' quality of written communication will be met through both assessment objectives. This aspect of the assessment will not normally contribute more than 4% of the available marks.

In order to ensure the marking scheme can be 'easily and consistently applied', and to 'enable examiners to mark in a standardised manner', it defines Levels of Response by which candidates' answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives; in Advanced Subsidiary, the questions are in two parts, each addressing a single topic and targeted explicitly at one of the Objectives. However, where material present in one part of an answer is clearly more appropriate for the other part, cross-accreditation should be applied.

Positive awarding: it is a fundamental principle of OCR's assessment in Religious Studies at Advanced Subsidiary / Advanced GCE that candidates are rewarded for what they 'know, understand and can do' and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In marking schemes for live examinations each question is provided with a brief outline of the likely content and/or lines of argument of a 'standard' answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates' answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

Levels of Response: the descriptions are cumulative, i.e. a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Levels of Response for Advanced Subsidiary Units

Band marks	mark /33	AO1
0 / 0	0	absent / incoherent / no relevant material
1 1-9	1-6	a very poor attempt which almost completely ignores the question / very short / no knowledge of technical terms / very poor quality of language
2 10-19	7-12	a weak attempt with little relevant material / very little knowledge of technical terms / incomplete / notes / communication often unclear or disorganised
3 20-26	13-17	a basic attempt to address the question / limited knowledge and understanding / uncritical use of evidence / use of technical terms only just adequate / communication: some signs of organisation and coherence
4 27-33	18-21	an appropriate attempt to respond to the question / fair knowledge and understanding / some accurate use of technical terms / some good use of evidence / communication: answer is fairly coherent
5 34-39	22-25	a good attempt to respond to the question / includes main points and shows understanding of them / mostly accurate use of technical terms / good use of appropriate evidence / communication: answer is coherently constructed
6 40-45	26-29	a very good attempt to respond to the question / largely accurate knowledge / technical terms used accurately / good deployment and interpretation of evidence / communication: answer is well constructed and organised
7 46-50	30-33	an excellent attempt to respond to the question / wide and accurate knowledge / appropriate and accurate use of technical terms / very good deployment and interpretation of evidence / communication: well constructed and very coherent answer

Band marks	mark /17	AO2
0 / 0	0	absent / incoherent / no relevant argument
1 1-9	1-2	a very poor attempt with no argument or justification of point of view / analysis not attempted / very poor quality of language
2 10-19	3-6	a weak attempt to address the question / very little argument or justification of point of view / no successful analysis / poor quality of language
3 20-26	7-8	a basic attempt to sustain an argument and justify a point of view / analysis attempted but largely unsuccessful / little understanding of the question / unsophisticated expression and weak construction
4 27-33	9-11	an appropriate attempt to maintain the argument by some limited statements of fact / very little ability to see more than one point of view / moderate quality of expression
5 34-39	12-13	a good attempt at using evidence to sustain an argument, sometimes putting more than one point of view / a little evidence of some personal understanding of the issues / some fairly successful attempts at construction / communicates with fairly clear expression
6 40-45	14-15	a very good attempt at using evidence to sustain arguments / considers more than one point of view / evidence of some personal understanding of the issues / good attempt at construction / communicates with clear expression
7 46-50	16-17	an excellent attempt to comprehend the demands of the question, and can use the thinking of scholars / shows understanding and assessment of different points of view / very good quality of language