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COURSE BREAKDOWN

OCR RELIGIOUS STUDIES (H573)

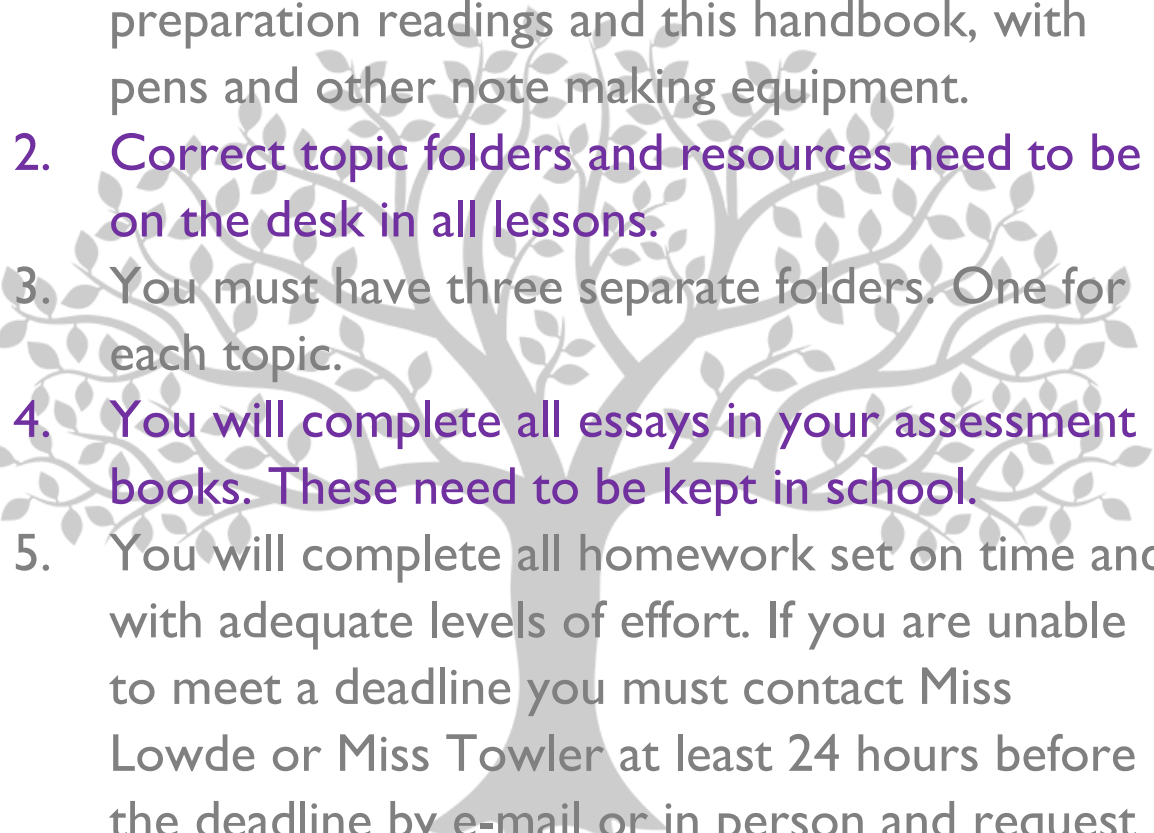
Unit Title	% of Alevel
Philosophy of religion	33.3%
Religion and ethics	33.3%
Developments in religious thought (Christianity)	33.3%

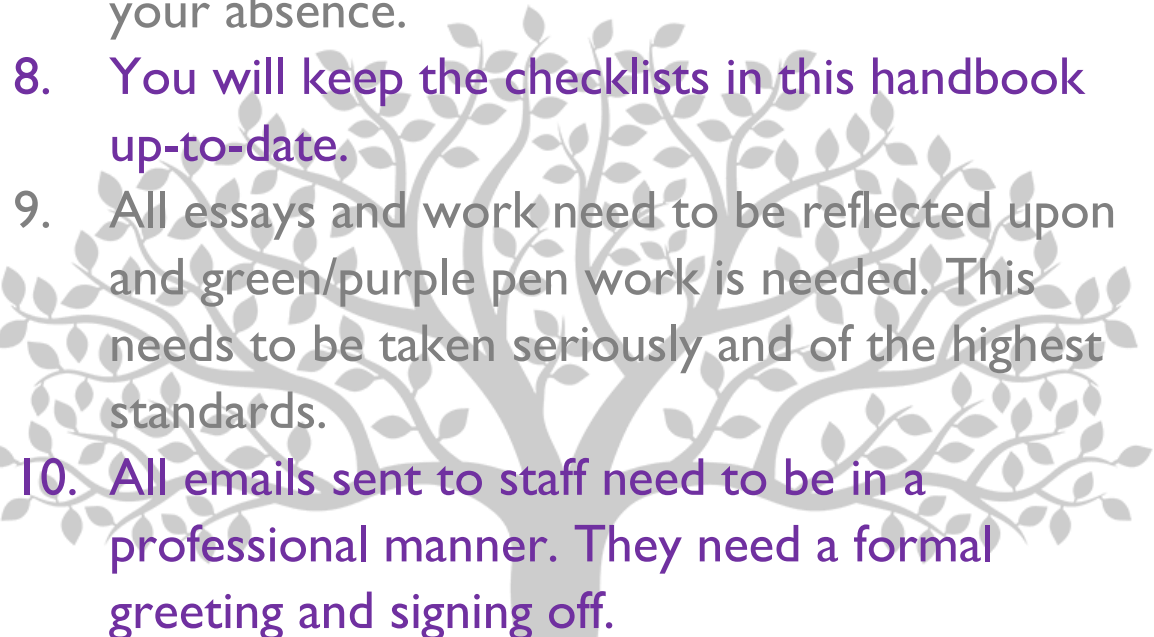
EXAM

- ❖ You will have **3 2-hour exams**. One exam for each section.
- ❖ In each exam you must answer **3 out of four questions**.
- ❖ Each question is worth **40 marks**
- ❖ Each **paper** is therefore worth **120 marks**
- ❖ Your complete **A-level** is out of **360 marks**.

EXPECTATIONS FOR A LEVEL STUDY

At A Level in Religious Studies your teacher has the following expectations:

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1. You will arrive to every lesson with all folders, preparation readings and this handbook, with pens and other note making equipment.
 2. Correct topic folders and resources need to be on the desk in all lessons.
 3. You must have three separate folders. One for each topic.
 4. You will complete all essays in your assessment books. These need to be kept in school.
 5. You will complete all homework set on time and with adequate levels of effort. If you are unable to meet a deadline you must contact Miss Lowde or Miss Towler at least 24 hours before the deadline by e-mail or in person and request an extension, especially if homework was an exam question. Any extension is at the total discretion of the teacher.
 6. All essays set for homework will be handed in with a detailed essay plan – this is so we can guide your learning.

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7. If you miss any lessons, for whatever reason, it is your responsibility to catch up by reading the textbook and getting copies of class-notes and hand-outs from classmates. Ideally this should be done before the next lesson. You must email sixth form and your teacher to inform them of your absence.
 8. You will keep the checklists in this handbook up-to-date.
 9. All essays and work need to be reflected upon and green/purple pen work is needed. This needs to be taken seriously and of the highest standards.
 10. All emails sent to staff need to be in a professional manner. They need a formal greeting and signing off.

Signed by student _____

Signed by parent/carers _____

Signed by teacher _____

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Content Overview	Assessment Overview	
<p>Philosophy of religion Learners will study:</p> <ul style="list-style-type: none"> • ancient philosophical influences • the nature of the soul, mind and body • arguments about the existence or non-existence of God • the nature and impact of religious experience • the challenge for religious belief of the problem of evil • ideas about the nature of God • issues in religious language. 	<p>Philosophy of religion (01) 120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>
<p>Religion and ethics Learners will study:</p> <ul style="list-style-type: none"> • normative ethical theories • the application of ethical theory to two contemporary issues of importance • ethical language and thought • debates surrounding the significant idea of conscience • sexual ethics and the influence on ethical thought of developments in religious beliefs. 	<p>Religion and ethics (02) 120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>
<p>Developments in religious thought Learners will study:</p> <ul style="list-style-type: none"> • religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world • sources of religious wisdom and authority • practices which shape and express religious identity, and how these vary within a tradition • significant social and historical developments in theology and religious thought • key themes related to the relationship between religion and society <p>in the context of one religion chosen from Christianity (03), Islam (04), Judaism (05), Buddhism (06) or Hinduism (07).</p>	<p>Developments in religious thought (03–07) 120 marks 2 hour written paper</p>	<p>33.3% of total A Level</p>

Content of A Level in Religious Studies (H573)

The OCR A Level in Religious Studies will build on the knowledge, understanding and skills established at GCSE (9–1). Learners will be introduced to a more advanced approach to Religious Studies, and will develop a deeper understanding of the beliefs, teachings and philosophy they study.

All learners will study three components; Philosophy of religion (01), Religion and ethics (02) and Developments in religious thought (03–07). Whilst Components 01 and 02 are mandatory, the third will be chosen from the five available options; Christianity (03), Islam (04), Judaism (05), Buddhism (06) or Hinduism (07).

In Philosophy of religion learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

Religion and ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.

Developments in religious thought provides an opportunity for the systematic study of one religious tradition. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.

ESSAY AND ASSESSMENT GUIDANCE

Grade Descriptions and Assessment Objectives

There are two assessment objectives in OCR RS A Level.

Assessment Objective 1 (AO1): 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 and differences in belief, teaching and practice.
- Approaches to the study of religion and belief.

Assessment Objective 2 (AO2): Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

Unit title	AO1	AO2
Philosophy of religion	16marks	24 marks
Religion and ethics	16marks	24 marks
Developments in religious thoughts (Christianity)	16marks	24 marks

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 argument, successful and clear analysis and evaluation. 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 are used, 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.

Essay Marking

All essays will use this formatted feedback sheet. This will either be completed by your teacher or may be used as a form of peer/self-assessment.

This feedback sheets shows you what you need to do to achieve the marks. Make sure you are using this to track your own progress.

Name:

Topic:

AO1 – Knowledge and Understanding

	14-16 marks	11-13 marks	8-10 marks	5-7 marks
1. Addresses the question	Fully comprehends the demands of, and focusses on, the question throughout	Focusses on the precise question throughout	Addresses the question well	Generally addresses the question
2. Selection of material	Excellent selection of relevant material which is skilfully used	Very good selection of relevant material which is used appropriately	Good selection of relevant material, used appropriately on the whole	Mostly sound selection of mostly relevant material
3. Knowledge and understanding	Accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used	Accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used	Mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth	Some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth
4. Technical terms	Thorough, accurate and precise use of technical terms and vocabulary in context	Accurate and appropriate use of technical terms and subject vocabulary	Mostly accurate and appropriate use of technical terms and subject vocabulary	Generally appropriate use of technical terms and subject vocabulary.
5. Use of evidence to show understanding	An extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to show understanding	A very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to show understanding	A good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to show understanding	A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to show understanding

Overall strength:

Overall target:

Suggestions for adjustment:

AO1:

AO2:

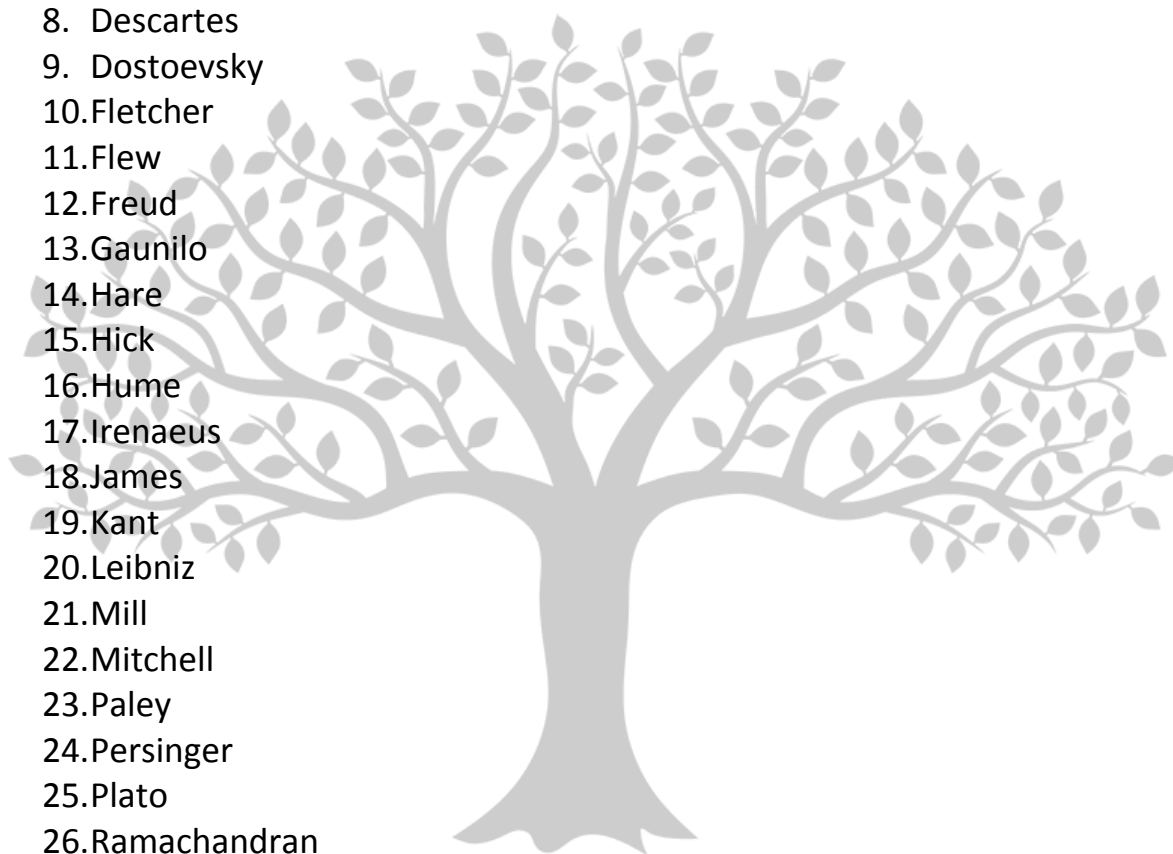
Overall grade:

AO2 – Analysis and evaluation

	21-24 marks	17-20 marks	13-16 marks	9-12 marks
1. Creating an argument	Excellent, clear and successful argument	Clear argument which is mostly successful	Argument is generally successful and clear	Some successful argument
2. Analysis and evaluation	Confident and insightful critical analysis and detailed evaluation of the issue	Successful and clear analysis and evaluation	Generally successful analysis and evaluation	Partially successful analysis and evaluation
3. Development and justification of views	Views skilfully and clearly stated, coherently developed and justified	Views very well stated, coherently developed and justified	Views well stated, with some development and justification	Views asserted but often not fully justified
4. Answering the question set	Answers the question set precisely throughout	Answers the question set competently	Answers the question set well	Mostly answers the set question
5. Technical terms	Thorough, accurate and precise use of technical terms and vocabulary in context	Accurate and appropriate use of technical terms and subject vocabulary	Mostly accurate and appropriate use of technical terms and subject vocabulary	Generally appropriate use of technical terms and subject vocabulary
6. Use of evidence within the argument	An extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation	A very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation	A good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation	A satisfactory range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation
7. Structure of the argument	There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured	There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured	There is a well-developed line of reasoning which is clear, relevant and logically structured	There is a line of reasoning which is clear, relevant and logically structured

KEY SCHOLARS FOR A-LEVEL RELIGIOUS STUDIES OCR

1. Anselm
2. Aquinas
3. Aristotle
4. Augustine
5. Ayer
6. Bentham
7. Boethius
8. Descartes
9. Dostoevsky
10. Fletcher
11. Flew
12. Freud
13. Gaunilo
14. Hare
15. Hick
16. Hume
17. Irenaeus
18. James
19. Kant
20. Leibniz
21. Mill
22. Mitchell
23. Paley
24. Persinger
25. Plato
26. Ramachandran
27. Russell
28. Swinburne
29. Tillich
30. Wittgenstein



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