
CE AT 13+

THEOLOGY, PHILOSOPHY AND RELIGION

ISEB

Independent Schools
Examinations Board

Specimen Paper Mark Scheme

Date

ASSESSMENT GUIDELINES

Questions are set in accordance with the subject as set out in the ISEB Theology, Philosophy and Religion syllabus pages 3–14.

- Candidates should answer two questions from two separate sections. Each question comprises three parts, a–c.
- There is no prescription for subject content of each question, but examiners should expect candidates to show knowledge, understanding and evaluation commensurate with Year 8 level of attainment.
- Textbooks suggested for the TPR syllabus which examiners may wish to consult include: Susan Grenfell and Michael Wilcockson, *Theology and Philosophy for Common Entrance* (Hodder Education, 2018) and Susan Grenfell and Michael Wilcockson *Religion for Common Entrance* (Hodder Education, 2018).
- It is suggested that questions are examined according to the levels of response on the following pages.

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AO1: Knowledge – Part (a) questions

Level	Mark	Level Descriptor
6	6	Gives a very good answer: a coherent and precise description; an incisive summary of the significant details; very good command of English.
5	5	Gives a good answer: a precise description summarising significant details; a high level of knowledge and understanding.
4	4	Gives a satisfactory answer: a description showing more precise knowledge and understanding.
3	3	Gives a broadly satisfactory answer: a description presented in a structured way but lacking precision and some knowledge; moderate use of English.
2	2	Gives a basic answer: limited knowledge of a relevant idea presented in a structured way.
1	1	Gives a very poor answer: an isolated example of a simple piece of relevant information; poor use of English.

AO2: Understanding – Part (b) questions

Level	Mark	Level Descriptor
6	6	Gives a very good answer: a coherent and comprehensive explanation of several ideas (with sound reference to background, history, other relevant passages etc.); very good command of English.
5	5	Gives a good answer: a detailed explanation of several ideas with a good level of knowledge and understanding.
4	4	Gives a satisfactory answer: an explanation of more than one idea presented with some detail and understanding.
3	3	Gives a broadly satisfactory answer: an explanation presented in a structured way but lacking detail and some knowledge; moderate use of English.
2	2	Gives a basic answer: a limited understanding of a relevant idea.
1	1	Gives a very poor answer: an isolated example of a simple piece of relevant information; poor use of English.

AO3: Evaluation – Part (c) questions

Level	Mark	Level Descriptor
8	8	Gives an excellent answer: excellent structure and balanced answer; very good use of language; focuses on the question; well-chosen examples to illustrate the points being made; another point of view considered, supported by very clear reasoning.
7	7	Gives a very good answer: very good structure; ideas developed in a balanced way; well-chosen and relevant examples; another point of view considered, supported by clear reasons.
6	6	Gives a good answer: good, clear structure and balanced answer; well-chosen examples with a sound grasp of their meaning; sound assessment of ideas; another point of view considered, supported by good reasons.
5	5	Gives a satisfactory answer: reasonably clear structure and balanced answer; some examples and sound explanation; reasonable expression; one or two relevant points made; another point of view considered, supported by reasons.
4	4	Gives a broadly satisfactory answer: some structure or organisation of ideas; lack of clear reasoning; some relevant points; unbalanced; limited examples.
3	3	Gives a basic answer: a viewpoint is expressed with minimum justification; an example given; limited relevance.
2	2	Gives a poor answer: no essay structure; a very brief answer; a statement with little reasoning; very little reference to the question; poor or irrelevant examples; makes little sense.
1	1	Gives a very weak answer: almost no content; no reasoning; almost no reference to the question; makes very little sense.