

Mark Scheme (Results)

June 2011

GCE Religious Studies
6RS02/1C – Investigations
The Study of Ethics

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Unit 2: Investigations

Assessing Quality of Written Communication

QWC will have a bearing if the QWC is inconsistent with the communication element of the descriptor for the level in which the candidate's answer falls. If, for example, a candidate's Religious Studies response displays mid Level 3 criteria but fits the Level 2 QWC descriptors, it will require a move down within Level 3.

Assessment Objective 1

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.

| Level | Descriptor | Marks |
|-------|--|-------|
| 1 | <p>Uncritical and descriptive presentation of mainly random information about the topic investigated, demonstrating a minimal ability to identify and select material relevant to the task; communicated within a largely simplistic and unstructured framework.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks minimal accurate or relevant factual information; no obvious organisation; unfocused and simple generalisations; unclear as a response to the task, but not worthless</p> <p>Mid Level 1: 3-4 marks mixture of accurate and relevant factual information with inaccurate or unrelated material; some relevant but unfocused generalisations; limited but discernible structure; a recognisable attempt to respond to the task</p> <p>High Level 1: 5-6 marks some relevant and mainly accurate information; an attempt to organise this within a structure; some broad but relevant generalisations; a valid response to the task but lacking clarity or focus</p> | 1-6 |

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| 2 | <p>Some relevant and partially structured knowledge of the topic investigated, presented within a limited framework which shows an awareness of some of its significant features, with a general link to the task, expressed with sufficient accuracy to make the meaning clear.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks most factual information accurate and relevant to the task; limited in scope; organised sufficiently to show implicit awareness of issue; expressed with limited clarity</p> <p>Mid Level 2: 9-10 marks generally accurate and relevant information; limited appreciation of the scope of the task; sufficiently organised to show partial awareness of the issue; expressed simply and with some clarity</p> <p>High Level 2: 11-13 marks accurate and relevant information demonstrating basic knowledge of the task; organised sufficiently to identify some significant features; with general links to the task; expressed simply and clearly</p> | 7-13 |
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| <p>3</p> | <p>Presentation of a selection of relevant material, which reflects some understanding of the significant features of the topic investigated; linked directly to the issue(s) raised in the task; with some use of specialised religious language in appropriate contexts.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 14-15 marks sufficient accurate and relevant knowledge to show a sound awareness of the issue; organised within a generally clear structure; some key features/ideas/concepts identified but not elaborated; expressed clearly with occasional use of technical terms</p> <p>Mid Level 3: 16-17 marks breadth of accurate and relevant knowledge; organised and presented in a clear structure; significant features/ideas/concepts identified with basic elaboration; expressed clearly and accurately using some technical terms</p> <p>High Level 3: 18-20 marks good range of, and/or detailed, appropriate knowledge; significant features described and elaborated for emphasis and clarity; linked directly to the issues raised in the task; expressed clearly and accurately using appropriate technical terms</p> | <p>14-20</p> |
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| 4 | <p>Presentation of a good range of well-selected material from the topic investigated, to show a coherent understanding of its significant features within the context of the issue(s) raised in the task, highlighting some key concepts and supported by the use of appropriate evidence and/or examples; topic explored using defined and relevant religious terms further reflecting an understanding of the topic.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 21-22 marks a range of accurate and suitably selected knowledge of the subject matter; a basic understanding of some significant features; selected key ideas/concepts elaborated by reference to evidence and/or examples; expressed clearly using a range of technical terms</p> <p>Mid Level 4: 23-24 marks a range of accurate and well-selected knowledge; some understanding of the key issues of the task; key ideas/concepts explained by reference to evidence and/or examples; clearly expressed using a range of technical terms in context</p> <p>High Level 4: 25-27 marks a substantial range of accurate and well-selected knowledge; organised to demonstrate a thorough understanding of the key issues of the task; explanation of key ideas/concepts supported by evidence and examples; wide use of technical terms further demonstrates overall understanding of the issue</p> | 21-27 |
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| 5 | <p>Presentation of a wide range of selected, relevant factual knowledge and understanding of the topic investigated; offering some analysis of issues raised by the topic, using a variety of sources, examples and/or illustrations; structured around, and showing clear understanding of, the main theme(s) or concept(s) of the task; both topic and task explored with the proficient use of religious language.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 28-29 marks well selected wide-ranging knowledge used to show clear understanding of the topic; key ideas/themes/concepts explained by reference to evidence and examples; evidence of an attempt to offer a basic analysis of some issues raised by the topic; typically by reference to appropriate sources; the whole explored with proficient use of religious language</p> <p>Mid Level 5: 30-32 marks clear and thorough understanding of the topic; demonstrated through carefully-selected knowledge of the issues raised; well-structured in depth or broad response to the task; some analysis of the main ideas/themes/concepts; examples/arguments/sources deployed to give emphasis and clarity; expressed coherently with a wide deployment of religious language</p> <p>High Level 5: 33-35 marks coherent understanding of the task; based on selection of material to demonstrate emphasis and clarity of ideas; careful analysis of key concepts; supported by widely deployed evidence/arguments/sources; well structured response to the task in breadth or depth; expressed cogently through skilful deployment of religious language</p> | 28-35 |
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Assessment Objective 2

Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

| Level | Descriptor | Marks |
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| 1 | <p>A mainly descriptive response, at a general level, to the issue(s) raised in the task; expression of a point of view that is logically consistent with the task, supported by reference to a simple argument or unstructured evidence; imprecisely expressed.</p> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> | 1-3 |
| 2 | <p>A response to the task showing a simple but partial awareness of the issue(s) raised, typically supported by some attempt to set out alternative views; a point of view supported by limited but appropriate evidence and/or argument; communicated with a sufficient degree of accuracy to make the meaning clear.</p> <p>Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> | 4-7 |
| 3 | <p>An accurate statement of the main issue(s) raised by the task with some attempt to set out reasons for alternative views; a point of view expressed clearly, supported by some relevant evidence and argument and deploying some technical language appropriately.</p> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> | 8-11 |
| 4 | <p>An attempt at an evaluation of the issue(s) raised in the task, typically through a careful analysis of alternative views; leading to a clearly expressed viewpoint supported by well-deployed evidence and reasoned argument; expressed accurately, fluently and using a range of technical vocabulary.</p> <p>The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> | 12-15 |

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose religious understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the religious thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

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