

Pearson Edexcel

GCE A level Religious Studies



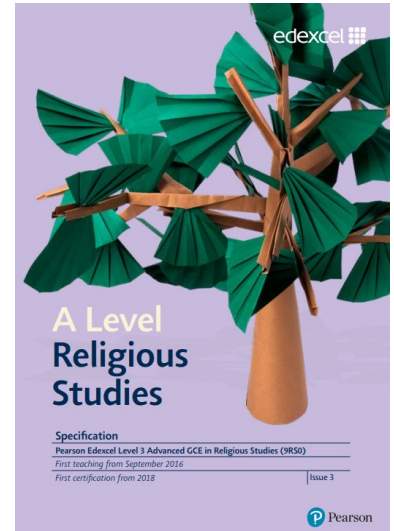
**Student friendly level
descriptors: Analyse**

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About this resource

This resource aims to provide clear and student-friendly level descriptors for the 20-mark 'Analyse' question. It details the criteria required to achieve levels 1 to 5, with comprehensive descriptions of the specific actions and knowledge students need to demonstrate at each level.



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Level 1 (1-4 marks)

Command word	Definition	Assessment Objectives	
Analyse	Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.	5 AO1	15 AO2

Descriptor	Student friendly descriptor
A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).	The student unpicks the question and includes a narrow range of knowledge . They select and use specialist language , but it is used inaccurately.
Information/issues are selected (AO2).	The student notices information/issues.
Makes basic connections between a limited range of elements in the question (AO2).	They link a few parts of the answer together in a basic way.
Judgements are supported by generic arguments (AO2).	Some judgements are backed up by basic reasons.
N.B. If the response provides knowledge without attempting to analyse the topic, then it can only achieve level 1.	

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Level 2 (5-8 marks)

Command word	Definition	Assessment Objectives	
Analyse	Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.	5 AO1	15 AO2

Descriptor	Student friendly descriptor
A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).	The student unpicks the question and includes a limited range of knowledge . They select and use specialist language which may include some inaccuracies.
Deconstructs religious information/issues (AO2).	They unpick the issue.
Makes connections between a limited range of elements in the question (AO2).	They link a few parts of the answer together.
Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).	Some judgements are made but are limited. There is little or no attempt of appraisal of evidence.

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Level 3 (9-12 marks)

Command word	Definition	Assessment Objectives	
Analyse	Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.	5 AO1	15 AO2

Descriptor	Student friendly descriptor
A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).	The student unpicks the question and includes a range of relevant knowledge to address many but not all elements of the question. They select and use relevant specialist language which may have some inaccuracies.
Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).	They unpick the issue, examining the key relevant areas and provide simplistic chains of reasoning .
Makes connections between many but not all of the elements in the question (AO2).	They link many features in the answer together but not all.
Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).	Some judgements are made. There is an attempt to appraise evidence, discussing why it should be trusted or why it might not be.

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Level 4 (13-16 marks)

Command word	Definition	Assessment Objectives	
Analyse	Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.	5 AO1	15 AO2

Descriptor	Student friendly descriptor
A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).	The student unpicks the question and includes a wide range of relevant knowledge to address most elements of the question. They select and use relevant specialist language correctly for most of the answer.
Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).	They unpick the issue, examining the key relevant areas in detail and develop many points but not all to achieve chains of reasoning .
Makes connections between a wide range of elements in the question (AO2).	They link most features in the answer together.
Constructs coherent and reasoned judgements of many but not all of the elements in the question, which are supported by the appraisal of some evidence (AO2).	Judgements are mostly supported by chains of reasoning. They appraise some of the points made, discussing why it should be trusted or why it might not be.

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Level 5 (17-20 marks)

Command word	Definition	Assessment Objectives	
Analyse	Deconstruct information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.	5 AO1	15 AO2

Descriptor	Student friendly descriptor
A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).	The student unpicks the question and includes a wide range of relevant knowledge to address all elements of the question. They select and use relevant and specialist language correctly and accurately.
Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).	They unpick the issue, examining the key relevant areas in detail and develop points fully to achieve well developed chains of reasoning .
Makes connections between the full range of elements in the question (AO2).	They link all parts of the answer together.
Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).	Judgements are supported fully by chains of reasoning. They appraise the points made, discussing why it should be trusted or why it might not be. The answer is sustained and focused throughout.