

Command word	Question	Requirement	Assessment/marks awarded.	Do not award
State	A	Provide knowledge of religion and belief by recalling factual information	Award one mark for each point identified up to a maximum of 3. <ul style="list-style-type: none"> Knowledge (1) Knowledge (1) Knowledge (1) 	<ul style="list-style-type: none"> Development of the knowledge
Outline	A	Provide knowledge of religion and belief by recalling factual information	Award one mark for each point identified up to a maximum of 3. <ul style="list-style-type: none"> Knowledge in a sentence (1) Knowledge in a sentence (1) Knowledge in a sentence (1) 	<ul style="list-style-type: none"> Lists (maximum of one mark.)
Describe	B	Provide knowledge and the comparison of Christianity with another religion studied belief/practice beliefs from the asterisked bullet points in the specification.	Students must recognise that Christianity is the main religious tradition of Great Britain. Award one mark for describing a relevant Christian belief/practice. Award a second mark for a contrasting description from a named religion up to a maximum of four marks. <ul style="list-style-type: none"> In Christianity (1) whereas in (1) In Christianity (1) whereas in(1) 	
Explain	B	Provide understanding of an aspect of religion and belief and developing this beyond a habitual response.	Award one mark for providing a reason. Award a second mark for development of the feature. Up to a maximum of four marks. <ul style="list-style-type: none"> Example reason (1) example development (1) Example reason (1) example development (1) Example reason (1) example development (1) 	<ul style="list-style-type: none"> Repeated reason/development Development that does not relate both to the reason given and to the question
Explain <i>with reference to a source of wisdom and authority.</i>	C	Provide understanding of an aspect of religion and belief and developing this beyond a habitual response. In addition, students will be required to reference one source of wisdom or authority in support of their explanation	Award one mark for each reason/belief. Award further marks for each development of the reason/belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority. <ul style="list-style-type: none"> Example reason (1) example development (1) Source of wisdom (1) Example reason (1) Source of wisdom (1) example development (1) Source of wisdom (1) Example reason (1) example development (1) 	<ul style="list-style-type: none"> Repeated reason/development Development that does not relate both to the reason given and to the question Reference to a source of wisdom that does not relate to the reason given

Evaluate	D	<p>Interpret a given stimulus in order to consider different viewpoints and perspectives relating to the importance or significance of a particular aspect of a religion or belief.</p> <p>Deconstruct the information or issue at hand, by constructing logical chains of reasoning and making connections between the elements in the question.</p> <p>Arguments must be justified by the appraisal of evidence leading to a supported conclusion.</p>	Level 1	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief Judgements are supported by generic arguments to produce a conclusion that is not fully justified 	<ul style="list-style-type: none"> Using marks or points. This question is marked using levels. Candidates cannot go beyond level two with a one-sided answer. Candidates cannot gain level four if they do not address all the elements of the question. There is a difference between a personal opinion about the statement And Reaching a justified conclusion about the arguments presented.
			Level 2	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified 	
			Level 3	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion 	
			Level 4	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. 	

			<p>Connections are made among the full range of elements in the question</p> <ul style="list-style-type: none">• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion	
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