



Marking guidance for levels based mark schemes- How to award marks

The focus of marking is now A02. Although A01 information (knowledge and understanding) can be used to support A02, the question now asks for evaluation of the statement and therefore the level descriptors refer to the evaluative statements made by candidates.

Finding the right level

The indicative content provides information for the examiner to indicate possible responses to the question.

The levels descriptors reflect the requirements of each level; as a candidate evaluates the statement given.

1. Decide which level the answer should be placed in.

Read the entire response.

Use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

2. Award a mark within the level.

Be prepared to award the full range of marks available in a level and not rely on the middle mark available. Start at the middle of the level and then award the higher mark if the response is closer to the next level up and award the lower mark if the response is closer to the lower level.

To do this, take into account how far the answer meets the requirements of the level:

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only just meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Support with level descriptors

| level | marks | descriptor | Could be.... |
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| 1 | 1-3 | <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. | <p>The candidate has begun to address the statement and connect some knowledge to the question asked addressing some of the elements of the question... the bullet points!</p> <p>Their knowledge is limited to one or two pieces that they struggle to connect together</p> <p>The conclusion is vague and not justified.</p> |
| 2 | 4-6 | <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. | <p>The candidate is starting to piece the arguments together some superficial reasons. Some of the elements of the question are missing.</p> <p>Understanding of issue is limited – a lack of knowledge.</p> <p>The conclusion is beginning to show elements of evaluating the strength of the arguments but is not justified.</p> |
| 3 | 7-9 | <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 | <p>The candidate understands the demands of the question; and answers covering most but not all the elements.</p> <p>The candidate, on both sides of the argument, demonstrates, (to some extent) knowledge, develops this in relation to the question and starts to justify it with references to sources of wisdom or key teachings of the religion.</p> <p>The conclusion is reasoned and supported by some evidence, but lacks some strength in the justification for the conclusion reached.</p> |

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| | | <p>the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</p> | <p>The responses may lack an appraisal of the strengths and weakness of each side of the argument and a justified conclusion to why the candidate thinks one side is the better argument than the other.</p> |
| 4 | 10-12 | <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. Connections are made among the full range of elements in the question. • 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. | <p>The candidate has demonstrated the skill of evaluation and the knowledge surrounding the issue to give a reasoned and logical response...</p> <p>Appraising the strengths and weaknesses of the arguments discussed</p> <p>Ending with a summative explanation to why one side has the stronger argument.</p> |