



Qualifications and
Curriculum Authority



GCE A level performance descriptions for religious studies

July 2007

QCA/07/3243

© Crown copyright 2007

© Northern Ireland Council for the Curriculum, Examinations and Assessment 2007

© Qualifications and Curriculum Authority 2007

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for religious studies

	Assessment objective 1	Assessment objective 2
Assessment objectives	<p>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.</p> <p>In addition, for synoptic assessment, A level candidates should demonstrate knowledge and understanding of the connections between different elements</p>	<p>Critically evaluate and justify a point of view through the use of evidence and reasoned argument.</p> <p>In addition, for synoptic assessment, A level candidates should relate elements of their course of study to their broader context and to aspects of human experience.</p>
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) select accurate and relevant material b) explain clearly relevant features or key ideas, supported by examples and/or sources of evidence c) use accurately a range of technical language and terminology d) show evidence of being familiar with issues raised by relevant scholars, or a variety of views, where appropriate. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) construct a coherent and well-organised argument supported by examples and/or sources of evidence b) identify strengths and weaknesses of the argument c) use accurate and fluent expression.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) select limited but relevant material b) show basic understanding of relevant features or key ideas, supported by occasional examples and/or sources of evidence c) show limited accurate use of technical language and terminology. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) demonstrate minimal organisation and/or limited coherence b) offer mainly descriptive answers with little argument, justification or evaluation c) use language and expression that lacks precision.

A2 performance descriptions for religious studies

	Assessment objective 1	Assessment objective 2
Assessment objectives	<p>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.</p> <p>In addition, for synoptic assessment, A level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.</p>	<p>Critically evaluate and justify a point of view through the use of evidence and reasoned argument.</p> <p>In addition, for synoptic assessment, A level candidates should relate elements of their course of study to their broader context and to aspects of human experience.</p>
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> address the question specifically and select relevant material deploy comprehensive and mostly accurate knowledge, expressed lucidly use a range of technical language and terminology accurately and consistently competently explain appropriate examples and/or relevant sources/scholars. <p>In addition, for the synoptic assessment, candidates perform at this level in relation to connections between different elements of their course of study.</p>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> construct a coherent and well-organised evaluative argument demonstrate an informed viewpoint and evidence of own thinking within the context of understanding different arguments and views use proficient, fluent and accurate language. <p>In addition, for the synoptic assessment, candidates show competent analysis of the nature of connections between elements of their course of study, their broader context and aspects of human experience.</p>
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> select limited but relevant material deploy limited knowledge, some of which is accurate show limited accurate or consistent use of technical terms demonstrate basic understanding of key ideas, making occasional reference to examples and sources of evidence. <p>In addition, for the synoptic assessment, candidates perform at this level in relation to connections between different elements of their course of study.</p>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> demonstrate minimal organisation and/or limited coherence demonstrate few personal insights, or little convincing argument or justification of a point of view with minimal evaluation use language and expression that lacks precision. <p>In addition, for the synoptic assessment, candidates show limited analysis of the nature of connections between elements of their course of study, their broader context and aspects of human experience.</p>