

---

# Assessment

---

## Percentage Weighting of Assessment Objectives:

---

There are two assessment objectives in A Level Philosophy and Ethics.

### A01: 40%

Demonstrate knowledge and understanding of religion and belief, including:

- Religious, philosophical and/or ethical thought and teaching
- Influence of beliefs, teachings and practices on individuals, communities and societies
- Cause and significance of similarities and differences in belief, teaching and practice
- Approaches to the study of religion and belief

### A02: 60%

Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

## GRADE 'A' CANDIDATE

---

An 'A' Grade candidate focuses on the precise question throughout, has a very good selection of relevant material, which is used appropriately, providing accurate and detailed knowledge, which demonstrates very good understanding through either the breadth or depth of the material used. An 'A' grade candidate provides a very good demonstration of analysis and evaluation in response to the question. They provide clear and convincing arguments, successful and clear analysis and in depth evaluations. Views are very well stated, coherently developed and justified. This candidate uses accurately and appropriately technical terms and subject vocabulary, providing a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority; demonstrating knowledge and understanding. They are used appropriately to support analysis and evaluation of the subject matter. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.

## GRADE 'E' CANDIDATE

---

An 'E' grade candidate gives a basic or weak demonstration of knowledge and understanding. They may address the general topic but ignore/partially ignore the question. There is some accurate, but limited, knowledge and understanding but this is limited and may be wrong at times. Technical terms are rarely used or are used out of context, limiting their impact. There is little/or no range of scholarly views and academic approaches. Sources of wisdom and authority are rarely used or do not show knowledge and understanding. Throughout the answer there is little attempt to analyse the material shared. Very little argument is attempted and the answer is only partial in answering the question. The answer is communicated without structure. The line of reasoning may be limited.