

# Theology Skills Booklet

Level descriptors

Skills by grade

Semantic markers

# Level Descriptors

	<p><b>PART A</b> <b>Band Assessment Objective AO1 – Part (a) questions 20 marks</b></p>
5	<p><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>• Thorough, accurate and relevant knowledge and understanding of religion and belief.</li> <li>• An extensive and relevant response which answers the specific demands of the question set.</li> <li>• The response demonstrates extensive depth and/or breadth. Excellent use of evidence and examples.</li> <li>• Thorough and accurate reference made to sacred texts and sources of wisdom, where appropriate.</li> <li>• Insightful connections are made between the various approaches studied.</li> <li>• An extensive range of views of scholars/schools of thought used accurately and effectively.</li> <li>• Thorough and accurate use of specialist language and vocabulary in context.</li> </ul>
4	<p><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• Accurate and relevant knowledge and understanding of religion and belief.</li> <li>• A detailed, relevant response which answers the specific demands of the question set.</li> <li>• The response demonstrates depth and/or breadth. Good use of evidence and examples.</li> <li>• Accurate reference made to sacred texts and sources of wisdom, where appropriate.</li> <li>• Purposeful connections are made between the various approaches studied.</li> <li>• A range of scholarly views/schools of thought used largely accurately and effectively.</li> <li>• Accurate use of specialist language and vocabulary in context.</li> </ul>
3	<p><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• Mainly accurate and relevant knowledge and understanding of religion and belief.</li> <li>• A satisfactory response, which generally answers the main demands of the question set.</li> <li>• The response demonstrates depth and/or breadth in some areas. Satisfactory use of evidence and examples.</li> <li>• Mainly accurate reference made to sacred texts and sources of wisdom, where appropriate.</li> <li>• Sensible connections made between the various approaches studied.</li> <li>• A basic range of scholarly views/schools of thought used.</li> <li>• Mainly accurate use of specialist language and vocabulary in context.</li> </ul>

	<p><b>PART B</b>  <b>Band Assessment Objective AO2- Part (b) questions 30 marks</b></p>
5	<p><b>25-30 marks</b></p> <ul style="list-style-type: none"> <li>• <b>Confident</b> critical analysis and perceptive evaluation of the issue.</li> <li>• A response that successfully identifies and <b>thoroughly</b> addresses the issues raised by the question set.</li> <li>• <b>Thorough</b>, sustained and clear views are given, supported by extensive, detailed reasoning and/or evidence.</li> <li>• The views of scholars/schools of thought are used <b>extensively</b>, appropriately and in context.</li> <li>• Confident and <b>perceptive</b> analysis of the nature of connections between the various elements of the approaches studied.</li> <li>• <b>Thorough</b> and accurate use of specialist language and vocabulary in context.</li> </ul>
4	<p><b>19-24 marks</b></p> <ul style="list-style-type: none"> <li>• Purposeful analysis and effective evaluation of the issue.</li> <li>• The main issues raised by the question are identified successfully and addressed.</li> <li>• The views given are clearly supported by detailed reasoning and/or evidence.</li> <li>• Views of scholars/schools of thought are used appropriately and in context.</li> <li>• Purposeful analysis of the nature of connections between the various elements of the approaches studied.</li> <li>• Accurate use of specialist language and vocabulary in context.</li> </ul>
3	<p><b>13-18 marks</b></p> <ul style="list-style-type: none"> <li>• Satisfactory analysis and relevant evaluation of the issue.</li> <li>• Most of the issues raised by the question are identified successfully and have generally been addressed.</li> <li>• Most of the views given are satisfactorily supported by reasoning and/or evidence.</li> <li>• Views of scholars/schools of thought are generally used appropriately and in context.</li> <li>• Sensible analysis of the nature of connections between the various elements of the approaches studied.</li> <li>• Mainly accurate use of specialist language and vocabulary in context.</li> </ul>

# Semantic Markers

Semantic markers indicate how ideas are being developed.

The A and the B part of your essay will require different semantic indicators

The A part of your essay is assessing AO1 skills. This means that it requires evidence of knowledge and understanding.

<b>AO1 (part a) sentence starters:</b>
Firstly / Secondly / Thirdly...
One / A second / A further key feature of 'X' is...
'X' developed this idea by....
'X' suggests / states / posits that...
Moreover...
Furthermore...
Similarly...
This means that...
In this sense....
Unlike 'X', ....
For example....
To illustrate....
Therefore....

# Semantic Markers

The A part of your essay is assessing AO2 skills. This means that it requires evidence of critical analysis and evaluation.

<b>AO2 (part b) sentence starters</b>
Some people may argue that....
Others may argue that...
Having said this...
However...
On the other hand...
'X' would retort / respond
The strength / weakness of this argument is...
This again undermines / supports the argument in that...
It could be argued that...
The argument, in this sense, is strengthened / weakened because...
The argument fails, in that...
This leads us to reject / accept the statement because...
Overall...
Therefore...

## Skills by Grade

### Guarantee a pass

- **Revise outside of lesson** – Every week you should be spending time outside of class to revise. Use the specification to help guide you. Use your study periods to revise in the library.
- **Chunk your learning** – To avoid confusion, stick to revising one topic at a time.
- **Learn lean** – Revise the basics and don't learn anything outside of the specification.
- **Use PEEL/PESEL** – Structure your paragraphs in a way which help you answer the question.
- **Attend all lessons possible** – If you have to miss a lesson, you need to spend an hour in subject support to catch up.
- **Attend subject support** – Each week you should attend one on one support to go over concepts that you don't understand.
- **Submit all homework** – If you aren't in the day that your work is due; email it

## 'C' Grade Skills

- **Accuracy** - Ensure that your essay is accurate
- **Planning** – Plan your essay thoroughly before you write it in timed conditions. Use Weebly and your workbook to help you with this.
- **Evaluation** – In evaluative questions, explicitly evaluate each point stating your own opinion.
- **Conclusions** – Offer your own opinion at the end of evaluative questions.
- **Attempt to answer all parts of the question** – Follow the PEEL structure to ensure that you are answering the question and link to the wording of the question in each paragraph.
- **Evidence** – Refer to scholars / concrete examples that you have learnt about in the course.
- **Learn Lean** – complete your lean learning worksheets thoroughly using the spec and the exercise books / Weebly
- **Study mind set** – Revise this subject for at least an hour a day. Attend support when work is graded below a 'C'

## **'B' Grade Skills**

- **Terminology** – Use accurate and relevant key terminology throughout
- **Accuracy** - Ensure that all of your content is accurate
- **Length** - Write a good length essay which covers a range of points to achieve 'breadth'
- **Structure** - Write your essay in a structured way which allows you to answer all parts of the question
- **Be academic** - Refer to and explain scholarly thought
- **Use examples** – use relevant examples and evidence throughout your essay to support each point
- **Evaluation** - Ensure that your evaluative points for and against link with each other (i.e. not a shopping list but different views about the same point). Offer your own opinion in each paragraph and relate the evaluation back to the wording in the question
- **Conclusions** – Draw sensible conclusions which relate to what you have written about
- **Study mind set** – Revise this subject for at least an hour a day. Re-do work which isn't graded a 'B'



## Aim for the A/A\*

- **Apply your knowledge** – You need to be able to think on your feet. Use what you have learnt in and outside of the classroom and apply this appropriately to the question.
- **Take responsibility** – Develop your own skill set. Practice makes perfect.
- **Be resilient to failure** – If you don't achieve an A/A\* in your work – ask for advice and re-do it. Simple.
- **Understand what you are being measured against** – Really unpack the level descriptors, mark schemes and exemplar answers. Make it easy for the examiner to award you an A/A\*
- **Expectations** – Only ever hand in work which reflects your best ability.
- **Learn outside of the classroom** – Read books / watch the news / have academic discussions and refer to this wider learning in essays.
- **Think critically** – What is the question asking you? Explore which critical links you can make to give a unique response.