

What about the exam then?



Here is a sample assessment from the exam board:

Belief about Deity Unit

- (a) What is a god? (1 mark)
- (b) State two things which Christians might believe about miracles. (2 marks)
- (c) Describe Christian beliefs about God. (3 marks)
- (d) Explain why Christians believe in God. (6 marks)
- (e) 'If God existed we would know it.'
Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. (12 marks)



Notice that you only have 30 minutes to answer these questions within the two hours that they give for the paper.

Divide the 30 minutes up into correct amounts of time and **write it** next to **each** question:

When you sit any exam you have to pay strict attention to the time you are spending on each question. There is some flexibility, but not much! For some students this may mean the difference between pass and fail/high or low grades.

How the different questions are marked.

Questions a, b and c are mainly about regurgitating information. Just get out the info and move on. If there is longer on the question then provide more info. Bring in an example and explain it if you have time. Use details and accurate info if you have the time to spare.

Questions d and e are entirely different!

D questions are about understanding things from that particular worldview (- not your own!).

E questions are about having a really good discussion where you are both provide both a full and fair discussion using more than your own (or their own) point of view.

How revision A3 sheets fit into this:

The sheets provide a summary of the areas and hopefully help kick start a few of the areas listed above.

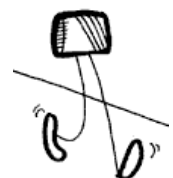


So then:

A B C - pin accurate information onto the board

D - it's all about 'them'

E - it's an X-factor style debate about the quote: you and others.



Q: Do you spend the right amount of time on the questions?

Q: Do you plan answers?

Q: Have you got the right ingredients to get the higher grades?

THREE TYPES OF QUESTION FOR EACH UNIT:

Getting a higher grade*



higher: B/A/A*

Lots of accurate information. Words spelt correctly. Crystal clear in the way it was explained.

You make sense of what this thing looks like in specific everyday ways. Nothing is vague. We can see what you mean.

At least a couple of well defined perspectives weighed up and a strong judgement or summing up that feels reasonable even if we don't agree with it.

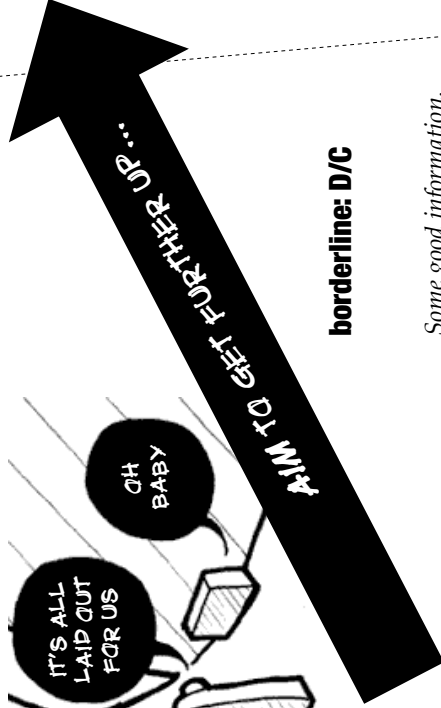


borderline: D/C

Some good information. Maybe some spelling issues. Maybe a bit confused, but we will try to see past it.

A bit of a grasp of how this works in real life. Could be sharper. Unsure if you fully know what you are talking about.

Slightly blurred view and maybe not such a hot evaluation. Are we really convinced by your arguments? You might be, but not all are sure...



low: G/F/E

Plenty of errors. No detail just a mess of disgusting mush and evolving primordial soup. Aaaagh. Other people? Who they? You live in a box of mirrors. Grubby ones. X-factor? Mess factor!

QUESTIONS ABC

Give them information/what do you know about. No opinions only accurately described information please. 1+2+3 marks

QUESTION D

Show your understanding/how things fit together or work in everyday life. How does it feel being in their shoes? Empathy-city. Like a jig-saw fitting together. 6 marks

QUESTION E

X factor judges. Evaluate some statement/make a judgement. Bring in other views and show you aren't being unfairly one-sided in your judgements. 12 marks

mins!

mins!

mins!



This belongs to:

