

Religious Studies KS5

How do we assess at KS5?

All assessments are assessed using the exam board descriptors. Students receive the grade descriptors and are told which band to aim for in order to achieve their target grade.

Students may be set research tasks that are not formally assessed but are important to inform and support their essays. Therefore, these tasks will receive a comment about whether the research meets expectations.

Essays are set by both teachers on a weekly basis; initially these will be shorter evaluative tasks to check understanding. As the course progresses essay tasks become closer to that found in the exam papers.

Students receive comments, questions and guidance in the body of the essay. They also receive formative comments at the end of the essay.

Towards the end of the course students will sit exam paper questions in timed conditions; these are then assessed using exam board descriptors.

How do we know students engage with feedback?

Whilst the purple MRI pens are less popular with our A level students, we do encourage students to focus on their progress and set themselves targets.

All essays should be written in essay books so that ongoing progress can be followed more closely.

How is feedback monitored?

Teachers meet prior to each data catch to discuss performance across the two sides of the A level. We compare marks in essays; any marked disparity is examined in more detail. Miss Maile has marked for the exam board and Mrs Milnes has attended a number of meetings with examiners to ensure that we give the students the best feedback.

What does assessment look like to a student?

Detailed feedback throughout the essays, with formative comments at the end of the essay. Feedback is also given via descriptor slips.

AS LEVEL RELIGIOUS STUDIES: A01 DESCRIPTORS: MARKS OUT OF 30

AIM FOR BAND 6-

Band 4: D - C 15-19.	Band 5: C - B 20 - 23	Band 6: B - A 24-27	Comments
Key ideas and facts are included.	Key ideas and facts are included with some development.	Information is mostly accurate and relevant.	
Shows some understanding and coherence	Reasonable understanding demonstrated through the use of relevant evidence/examples.	Understanding demonstrated through the use of appropriate evidence/examples.	
Generally satisfactory within the time allowed.	Satisfactory treatment within the time allowed.	Fairly thorough treatment in the time allowed.	
Some appropriate and accurate use of specialist vocabulary. Adequate spelling, punctuation, grammar.	Mainly appropriate and accurate form/style/use of terminology.	Clear, coherent, well organised; good use of specialist terminology.	

to people who even have the same they could disagree. is incredibly personal, and for plays a huge role in daily life. Some would automatically find something relevance to their religion, while others, ally literal followers, could struggle associate. Interesting - you could argue that literalists would see art literally, artist also plays a role, and often this use problems, if they cannot understand the significance of ece. For example, I went to a Co&E * Studied Christian Ethics for two and have several Christian friends, wouldn't feel comfortable doing a of Christian artwork at all. One reason is my own faith - again, this is a for some. what an interesting part - dition, the piece may be intended for with but could be viewed to contain ts of several. For example, a built by Hindus could have by they have to earn a living!

being raised in a pure setting with him. A Jesus is surrounded by a pale glow which manifest clear he is an idol, and very important. Good point - also, if Chasen is deliberately setting out to produce religious art, do non-Christian viewers have the 'equipment' (if you like) to see his message...

Great World

Mrs Milnes says...
S= Thoughtful work, with some excellent supporting examples.
N= See if you can find an example of 'religious' art by a non-religious artist!