

# **Southend High School for Girls**



## **Assessment Policy for Religious Studies**

Our assessment policy and procedures are underpinned by three key questions:

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?  
(Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements.
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

### **KS3**

By the end of KS3 students should be able to

- construct a well-argued response considering at least two different points of view with relevant use of supporting evidence and clear explanation and analysis.
- make use of a conclusion that attempts to evaluate the ideas presented.

### **KS4**

By the end of KS4 students should be able to:

- apply knowledge and understanding of two religions.

- apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.
- understand the influence of religion on individuals, communities, and societies.
- understand significant common and divergent views between and/or within religions and beliefs.
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values.
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

## KS5

By the end of KS5 students should be able to:

- demonstrate a developed interest in a rigorous study of religion and belief and relate it to the wider world.
- demonstrate knowledge and understanding appropriate to a specialist study of religion.
- demonstrate an understanding and appreciation of religious thought and its contribution to individuals, communities, and societies.
- demonstrate an enquiring, critical and reflective approach to the study of religion.
- reflect on and develop their own values, opinions, and attitudes in the light of their study.

### Diagnostic assessment methods

A variety of means are used equally across all key stages. No one technique being uniquely appropriate to a particular key stage.

- Discussion / direct questioning.
- Written activities explaining concepts.
- Interpretation of given texts enhancing religious literacy.
- Creative tasks that use and develop the skills of rhetoric.
- Written task in class and at home not formally marked.
- Active marking in lessons
- Use of quizzes as retrieval both formal and informal
- Use of mini whiteboards in some lessons to check understanding
- Use of Logo visual thinking tools to plan essays and organise thinking.

### Formative assessment methods

- The scheme of work for every year group is constructed as a series of lesson plans. Each lesson contains tasks that are carefully constructed to be used as formative assessment.

- Any marks will be recorded both on the work and within SMHW in a way that they can be reviewed by the pupil, parent, teacher, and HoD.
- Where the errors in the work are factual and simply corrected the pupil will be instructed to do so within their book at the time of the work being returned.
- Modelling is used in every key stage, students are encouraged to group plan, examine methods for effective writing, and look at good examples to guide them further.
- At KS5 there will be folder checks at the end of every sub-unit.
- At GCSE and GCE some peer marking is used to establish understanding of the mark schemes.

### **Summative assessment**

- At all key stages, at the end of every unit within the scheme of work there is a scheduled summative assessment. These assessments form part of the Scheme of Work and are common to all pupils.
- Each assessment, at every key stage, targets the development of the key skills of explanation and evaluation. They also assess the pupils understanding of the materials covered within the unit and their development of religious literacy.
- At KS3 the work will be marked using the same level criteria as the formative work.
- These formative assessments will be set in lesson under examination conditions.
- At KS3 this work will be moderated by the comparison of work deemed to be top/middle/bottom by those teachers who teach that year group during a short meeting.
- Every summative assessment is followed by an opportunity for students to reflect upon their performance and respond to the feedback and guidance. These sessions will make use of exemplary work where it is deemed necessary.
- This is a subject that is limited on time and so at KS3 students will not be expected to resubmit work but rather to take the feedback for improvement forward on to the next piece of work. In this way we are seeking to improve the skills of explanation and evaluation rather than basic fact retrieval. This is sometimes the case at KS4 but is dependant on many factors determined by the teacher. KS4 Students will be advised if they are required to resubmit a piece of work.

**At KS3** the work will be level marked using the same set of developmental levels for each year group, as the work and expectation of performance in each year is incrementally more difficult, see appendix.

These levels are supported by clear criteria that the pupil will have access to and is issued to them and can be found in the front of their book. These levels are based on the skill of evaluation.

## **Year 7**

Autumn term: The importance of religion today, the expectation of the five pillars today.

Spring term: Christianity essay, festivals presentation.

Summer term: Science and religion, spirited arts.

End of Year Exam: one evaluative essay

## **Year 8**

Autumn term: The superiority of the Guru Granth Sahib in comparison to the ten human gurus, Hinduism assessment.

Spring term: Prejudice speech, morality essay.

Summer term: Judaism evaluation.

End of year exam: one evaluative essay

## **Year 9**

Autumn term: Wheel of life, could Buddhism be the ed of suffering essay, existence of God.

Spring term: Good and evil evaluation, humanism essay.

Summer term: Life & death assessment

End of year exam: one evaluative essay

## **KS4**

There are clearly identified points in each course either at the end of unit or a suitable point in the learning where students have a summative assessment using past paper questions, completed in timed conditions and marked according to the board mark schemes. The PPE is always a full set of past examination questions.

### **Autumn Term Year 10**

Beliefs & Practices: Shabbat, Covenant and Pesach

Themes: exam question on religion crime and punishment

### **Spring Term Year 10**

Beliefs & Practices: Festivals and Moral Principles (full paper)

Themes: exam question on “religion, crime and punishment”, and “religion, human rights and social justice”

PPE

### **Summer Term Year 10**

Beliefs & Practices: full paper for Judaism, Christian beliefs nature of God and after life, End of year exam: full Judaism Paper and half Christianity Paper

Themes: end of year exam with questions on “religion, crime and punishment”, and “religion, human rights and social justice”, and “relationships and families.”

### **Autumn Term Year 11**

Beliefs & Practices: Judaism paper and Christian beliefs

Themes: exam questions on “religion, crime and punishment”, and “relationships and families.”

### **Spring Term Year 11**

Beliefs & Practices: PPE full paper, Christian Beliefs Paper

Themes: PPE paper with questions on “religion, crime and punishment”, and “religion, human rights and social justice”, and “relationships and families.”

PPE

### **Summer Term Year 11**

Beliefs & Practices: 2 full papers for end of year exam

Themes: exam questions on “Religion and Life” as well as revision past papers

## **KS5**

There are clearly identified points in each course at the end of unit students have a summative assessment using past paper questions, completed in timed conditions and marked according to the board mark schemes. Within the unit the staff will give formative essays which will be published to the students at the start of the unit. The PPE is always a full set of past examination questions.

### **Autumn Term Year 12**

Paper 1 Philosophy: Timed questions on Unit 1.1a Plato, Unit 1.1b Aristotle, Unit 1.1 Ancient Philosophical Influences, Unit 2.1 Observation argument Teleological, Unit 2.1 Observation argument Cosmological, Unit 2.2 Reason argument Ontological, Unit 2 Comparison of type of arguments for the existence of God.

Paper 2 Ethics: Timed questions on Unit 1.1 Natural Moral Law, 2.1 Kantian Ethics.

Paper 3 DCT: Timed questions on Unit 2.2 The person of Jesus Christ, Unit 2.1 Knowledge of God’s existence.

### **Spring Term Year 12**

Paper 1 Philosophy: Timed questions on Unit 3.1 Religious Experience

Paper 2 Ethics: Timed questions on Unit 3.1 Euthanasia, Unit 2.2 Utilitarianism

Paper 3 DCT: Timed questions on Unit 1.1 Augustine's teaching on human nature, Unit 1.2 Death and the afterlife.

### **Summer Term Year 12**

Paper 1 Philosophy: Timed questions on Unit 4.1 The nature or attributes of God, Unit 3.2 The problem of evil. PPE full paper.

Paper 2 Ethics: Timed questions on Unit 3.2 Business ethics. PPE Full paper.

Paper 3 DCT: Timed questions on Unit 3.1 Christian moral principles, Unit 3.2 Christian moral action, Unit 6.1 The Challenge of secularism. PPE Full paper.

### **Autumn Term Year 13**

Paper 1 Philosophy: Timed questions on Unit 5.1 Critiques of religious belief, Unit 5.2 Copleston Russel debate, Anthology 4

Paper 2 Ethics: Timed questions on Unit 4.2 Religion and Morality, Unit 5.1 Kant, Anthology 2, Unit 5.2 Aristotle, Anthology 3

Paper 3 New Testament: Timed questions Unit 5.1 Kingdom of God in Luke, Unit 5.2 Why did Jesus have to die, Unit 5.3 The crucifixion and Resurrection narratives in Luke.

### **Spring Term Year 13**

Paper 1 Philosophy: PPE Full paper, Timed questions on Unit 6.1 and 6.2 Life After Death, Unit 6.3 Science and Religion

Paper 2 Ethics: PPE Full paper, Timed questions on Unit 6 Medical ethics

Paper 3 New Testament: PPE Full paper, Timed questions on Unit 6 Scientific and historical-critical challenges – faith and history, Anthologies 2 of.

PPE

### **Summer Term Year 13**

Paper 1 Philosophy: Timed questions from a range of papers as revision

Paper 2 Ethics: Timed questions from a range of papers as revision

Paper 3 New Testament: Timed questions from a range of papers as revision

### **Marking and Feedback**

At KS3 feedback should be directly related to the level criteria used to mark the work, and to the use of an appropriate structure. Feedback should at times also be simply praise, in order to encourage and engage pupils who have made noticeable improvement.

At KS4 and 5 the marking criteria published by the exam board should be used and an indication of the associated grade given. The grade boundaries used are published on the Departmental Ready Reckoner. Feedback should relate directly to the exam board criteria and indicate how the student fell short or could improve on what they have written.

At KS5 folders will be checked and rag rated at the end of each subunit. These will be rated against the unit guide issued to students at the start of the unit.

### **Marking and Feedback Codes**

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

- ✓ good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- / start a new paragraph
- ?? the point is not clear
- ^ missing word
- [] this part needs rewording
- AP academic achievement point

### **Presentation**

- All work should be dated.
- All work will have a title.
- Homework (HW) should be clearly labelled.
- Only black or blue ink should be used for writing with the exception of student responses to feedback (as indicated by individual department policies)
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

### **Recording and Monitoring of Assessment**

- All marks will be recorded both on the work and within SMHW in a way that they can be reviewed by the pupil, parent, teacher, and HoD.

- The HoD maintains a departmental spreadsheet, moving marks for agreed formative and summative tasks across the schemes of work from SMHW, comments and not assessed work will not be recorded on this spreadsheet, but will remain on SMHW.
- The movement of data will allow the HOD to monitor performance across a year group. This will be used to inform discussions with teachers and further quality assurance activities.
- A separate spreadsheet is maintained to record the KS5 folder check on which the teacher adds specific comments.

## Appendix

### KS3 RS Assessment descriptors

<b>+ Beyond</b>	<b>Confident &amp; Insightful</b>	<b>8</b>	<p><b>A highly successful and confident argument that focuses on the precise question throughout.</b> A skilful demonstration of <u>clear, well developed, and relevant points</u>. <u>Excellent line of reasoning</u> sustained throughout, which is <u>coherently developed, justified and logically structured</u>. Comprehensive range of <u>evidence</u> to enhance. <u>Insightful critical analysis, comparison, and detailed evaluation</u>. A <u>thought-provoking conclusion</u> which draws upon the great issue of the debate considering wider implications.</p> <p>Grade 8 students take an active role in their learning and <u>engage beyond the classroom</u>; this knowledge will be evident in their work.</p> <p>Writing is <u>coherent, detailed, well-structured, and paragraphed</u>. Highly efficient and accurate use of <u>challenging vocabulary throughout</u>.</p>
	<b>Evaluate</b>	<b>7</b>	<p>Sophisticated <u>descriptions, explanations</u>, a wide use of <u>evidence</u> and drawing upon <u>comparisons</u> between points.</p> <p><b>Evaluate- consider strengths and weaknesses of each view and how each is countered or responded to.</b> Discuss whether the argument is <u>dependable or convincing</u> using thorough <u>justification</u>. <u>Weigh up</u> arguments; consider the overall <u>value and impact</u> on individuals, groups, wider society and even the world. Compose own arguments to show active <u>engagement</u>. Include a <u>conclusion</u> that considers the argument throughout the essay and the <u>wider relevance and importance in society</u>.</p> <p>Writing is <u>coherent, detailed, well-structured, and paragraphed</u>. Extensive use of <u>challenging vocabulary throughout</u>.</p>
	<b>Analyse &amp; Compare</b>	<b>6</b>	<p>Sophisticated descriptions, explanations, and use of evidence. <b>Linking views together by considering similarities and differences between them. Understanding the deeper significance and connections between differing viewpoints. Must include an attempt at a conclusion.</b></p> <p>Complex detailed sentences, well-structured <u>paragraphs</u>, successful use of <u>challenging vocabulary</u>.</p>
	<b>Evidence</b>	<b>5</b>	<p>Multiple relevant points clearly described, thorough explanation supported using <u>evidence, examples, and/or quotes</u>.</p> <p>Complex detailed sentences, well-structured <u>paragraphs</u>, successful use of <u>vocabulary</u>.</p>
<b>= At</b>	<b>Explain</b>	<b>4</b>	<p><b>Multiple points of view, description is clear and relevant with well-developed reasoning.</b></p> <p>Sentences are more <u>complex</u>, containing more <u>detail</u>. <u>Paragraphs</u> are <u>well structured</u>. Effective use of <u>vocabulary</u>.</p>
	<b>Describe (multiple)</b>	<b>3</b>	<p><b>Multiple detailed descriptions. Must include religious perspectives.</b></p> <p>Use key <u>vocabulary</u> successfully.</p>
	<b>Describe (one)</b>	<b>2</b>	<p><b>Basic description of one point of view.</b></p> <p>Use key <u>vocabulary</u>.</p>
	<b>Identify</b>	<b>1</b>	<p><b>Recall key information learnt.</b></p>
<b>- To</b>	<b>Relevance</b>	<b>0</b>	<p><b>No relevant contribution.</b></p>