



Curriculum Statement

RE Department
Ranelagh School

RE is a subject, which encourages students to be curious about other people's worldviews, whilst empowering them to explore their own and instilling the belief that people matter.

For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control

2 Timothy 1:7

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this we seek wisdom and pursue excellence.

Core Values

The RE Department at Ranelagh School aims to provide all pupils with a religious education that encompasses theology, philosophy and ethics, whilst being embedded in our shared vision and the core values of the Ranelagh School Learner Profile:

- **Confidence**-Students are able to talk confidently about religion and belief, using theological, philosophical and ethical literacy. For example, in year 11 students are able to talk confidently about the philosophical question 'To what extent we can know that God exists?' drawing on religious and non-religious ideas.
- **Resilience**-Students are able to keep learning even when they find work difficult. They persevere both in terms of the quality of their written work and their understanding. For example, in year 9 when learning about Muslim beliefs students persevere with the new Arabic terminology.
- **Curiosity**-Students are curious about religion, philosophy and ethics. They are not passive learners and take an enquiry-based approach to learning. For example, students in year 10 are curious about the use of capital punishment today and differing Islamic opinions on its justification.
- **Creativity**-Students are able to find creative ways to explore/revise religious beliefs/practices. This is aided by the creative assessments provided in key stage 3. For example, in year 8 students show their understanding of philosophy through a piece of art/poetry/song etc.
- **Empathy**-Students are aware that religions in the UK are 'living' religions, not static entities. They are sensitive to different religious beliefs and want to listen/learn about worldviews other than their own. For example, in year 7 students explore the different lived experiences of Muslims around the world.
- **Independence**-Students self-regulate their learning. They are able to work independently to unpack theological, philosophical and ethical concepts and respond to feedback in order to improve their learning. For example, in years 12 and 13 students research and then present their own seminars on different ethicists, philosophers and theologians.

Aims of the Statement of Entitlement

The Statement of Entitlement written by The Church of England Education Office (for Church of England schools) aims to ensure that:

- 'A high-quality religious education curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum'
- 'At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ'
- At KS3 two-thirds of RE should be focused on Christianity
- At KS4 Christianity should be a significant and substantial part of the GCSE
- At KS5 students should continue the study of religion and worldviews within the provision of core RE in an appropriate format for all students.
- Sufficient dedicated curriculum time should be committed to the delivery of RE. This should aim to be 10% but must be no less than 5%.
- Pupils know about and understand Christianity as a living faith that influences the lives of people worldwide
- Pupils know about and understand other major religions and worldviews and their impact on society, culture and the wider world.
- RE contributes to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

Aims of the Local Agreed Syllabus for RE

The Pan Berkshire Local Agreed Syllabus for Religious Education from 2018-2023 (which is for non-voluntary aided schools/schools without a religious character), aims to ensure that:

- RE is taught to all pupils in full time education in schools, except for those withdrawn at the written request of their parents (DSCF)
- Pupils in KS3 must study Christianity, Buddhism, Islam and a non-religious worldview. Pupils are expected to have studied Hinduism, Sikhism, Islam, Judaism and Christianity at KS2
- Pupils in KS3 and KS4 should study Christianity and at least one other religion each year
- Pupils have an enquiry-based approach to RE
- Pupils are exposed to the ideas of 'believing,' 'belonging' and 'becoming,' in order to ensure there is a focus on core beliefs and their application
- Pupils develop religious literacy

Intention of the Ranelagh RE Curriculum

The intention of the Ranelagh RE Curriculum is that:

- Pupils are exposed to a broad and balanced curriculum, by studying modules from theology, philosophy and social sciences.
- Pupils understand Christianity, other religions and non-religious worldviews as real, living worldviews that influence the lives of people daily.
- Pupils can hold informed conversations about religion and belief using theological, philosophical and ethical literacy.
- Pupils are able to develop their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Implementation

RE is taught in mixed ability groups in all year groups. The majority of classes are taught by three specialist RE teachers, although some KS3 classes are taught by teachers with RE as a second subject. Year 7-11 students have three hours a fortnight of RE, whilst year 12-13 students have one hour a fortnight of core RE if they haven't opted to study RE as an A Level subject.

<i>Hours per fortnight</i>	Autumn Term	Spring Term	Summer Term
YEAR 7 3 hours	<i>Theology</i> Christianity: What are the core concepts of Christianity? Are these the same for all Christians?	<i>Theology and Social Sciences</i> Islam: Is Britain the best place to be a Muslim?	<i>Social Sciences - Project</i> Courageous Advocacy
YEAR 8 3 hours	<i>Moral Philosophy, Theology & Social Sciences</i> Comparative Worldviews: Living your best life	<i>Theology</i> Jesus: Historical Man, Moral teacher, Liberator, Son of God?	<i>Philosophy - Project</i> What does it mean to be human?

KS3 Curriculum for RE (internally designed curriculum)

Rationale for KS3 Curriculum

The year 7 curriculum begins with two theology modules, exploring both Christianity and Islam. It is then followed by a social sciences unit. This is for several reasons:

- Christianity and Islam are the religions students study at GCSE and so it is important for them to have a foundation knowledge in these religions. They are also both on the Pan Berkshire syllabus.
- Students are introduced to theology first, as once they've gained an understanding of core religious beliefs they are more equipped to tackle philosophical and ethical dilemmas.
- Students should have studied both of these religions at KS2 and so by using an enquiry-based approach to learning it enables teachers to identify what students already know, whilst still challenging all.
- When studying 'courageous advocacy' students are able to draw on the beliefs they learnt about within Christianity and Islam (they explore both Christian and Islamic courageous advocates), whilst also looking at other worldviews (religious and non-religious.)
- Students need to study 2/3 Christianity at ks3 (statement of entitlement.) This is encompassed by the Christianity and courageous advocacy modules.
- Studying Christianity and Islam gives students an understanding of the lived experiences of the two largest Abrahamic faiths in the UK, whilst courageous advocacy encourages students to think about vocation/careers.

The year 8 curriculum begins with a comparative worldviews unit (combining all three disciplines), followed by a theology and philosophy unit. This is for several reasons:

- The comparative worldviews unit allows students to study Buddhism, as stated on the Pan Berkshire syllabus alongside non-religious and ethical worldviews. Students can compare these to Christianity and Islam (the religions studied in year 7) to understand how different worldviews help individuals to 'live their best life.'

- The comparative worldviews unit gives students an idea of how theology (beliefs), moral philosophy (ethical dilemmas) and social sciences (living your best life) interact.
- Students then go on to study Christian theology in more detail by exploring the person of Christ. This allows students to consider the person of Christ from a Christian perspective (Son of God), also considering how Christ can be considered by other religions linking on from the comparative worldviews unit (moral teacher.) It also builds on core concepts of salvation and incarnation studied in year 7.
- Students finish year 8 by studying philosophy. This unit looks at Christian philosophers (building on the core concept of creation studied in year 7), whilst also encouraging students to ask big questions themselves about what it means to be human.
- Students need to study 2/3 Christianity at ks3 (statement of entitlement.) This is encompassed by the Jesus and Christian philosophy modules.
- The comparative worldview unit encourages students to unpack their own worldview, whilst the module on human image aids pupils in understanding our shared humanity.

KS4 Curriculum for RE (Edexcel B Religious Studies GCSE)

YEAR 9 3 hours	<p><i>Edexcel Religious Studies GCSE</i> Unit 3 Christianity, Philosophy & Social Justice Section 1: Christian Beliefs</p> <p><i>What do Christians believe about God?</i></p>	<p><i>Edexcel Religious Studies GCSE</i> Unit 2 Islam, Peace & Conflict Section 1: Muslim Beliefs</p> <p><i>What do Muslims believe about God?</i></p>	<p><i>Edexcel Religious Studies GCSE</i> Unit 3 Christianity, Philosophy & Social Justice Section 4: Equality</p> <p><i>What can we do to make society more equal and fair?</i></p>
YEAR 10 3 hours	<p><i>Edexcel Religious Studies GCSE</i> Unit 2 Islam, Peace & Conflict Section 2: Crime and Punishment</p> <p><i>What is the purpose of punishment?</i></p>	<p><i>Edexcel Religious Studies GCSE</i> Unit 3 Christianity, Philosophy & Social Justice Section 3: Living the Christian Life</p> <p><i>What does being a follower of Jesus require?</i></p>	<p><i>Edexcel Religious Studies GCSE</i> Unit 2 Islam, Peace & Conflict Section 3: Living the Muslim Life</p> <p><i>How can routine practices help you to avoid temptation? Niyah/Jihad</i></p>
YEAR 11 3 hours	<p><i>Edexcel Religious Studies GCSE</i> Unit 3 Christianity, Philosophy & Social Justice Section 2: Philosophy of Religion</p> <p><i>Is it reasonable to claim to have proof for God's existence?</i></p>	<p><i>Edexcel Religious Studies GCSE</i> Unit 2 Islam, Peace & Conflict Section 4: Peace & Conflict</p> <p><i>Is war ever justifiable?</i></p>	<p>Revision/examinations</p>

Rationale for KS4 Curriculum

Years 9, 10 and 11 study content that goes towards their RE GCSE:

- Christianity and Islam are studied because they are the two largest faiths in the UK.
- Sections 1 (beliefs) and 3 (living the religious life) are compulsory for all students studying the GCSE. They build on knowledge from the Christianity and Islam modules in year 7.

- Within Christianity section 2 and 4 are studied (internally chosen) because section 2 focuses on philosophy, whilst section 4 focuses on social sciences. This means students will engage in an inter-disciplinary study at GCSE. They build on knowledge from the courageous advocacy unit in year 7 and the philosophy unit in year 8.
- Within Islam, sections 2 and 4 are studied (internally chosen) because we strongly believe that they are the most relevant topics for students (e.g. Islamic views on shariah law and just war.) These modules will enable students to understand the contemporary relevance of diverging Islamic views on the world. They build on knowledge from the Islam unit in year 7 and focus on social sciences.
- Students start the GCSE in year 9 so that they can spend a term on each GCSE topic. This means they are able to focus on written and oracy skills, as well as learning about each concept.
- Students learn about the foundational beliefs of both Christianity and Islam first. Learning them sequentially enables students to compare the Islamic beliefs to Christian ones whilst they're learning them.
- Students then study two thematic units, equality and crime and punishment. Studying these two units next enables students to see how religious beliefs impact on contentious issues within society.
- Thirdly students study at living the religious life for Christians and Muslims. Learning them sequentially again enables students to compare Islam and Christianity, but their practices this time. It also helps students to see the two religions and real 'living' worldviews.
- Lastly, students study philosophy of religion and peace and conflict. These units are probably the most complex/mature and so are left till last. They enable students to connect their knowledge of religious beliefs/practices with philosophy and social sciences.

KS5 Curriculum for RE (OCR A Level)

OCR A Level Religious Studies H573:
 Philosophy of Religion (H573/01)
 Religion and Ethics (H573/02)
 Developments in Christian Thought (H573/03)

General RE Year 12 <i>1 hour</i>	Debate League (using Cambridge university debate titles and structure)	Debate league round 2 with rotating seminars on the following: <ul style="list-style-type: none"> • The Holocaust • The Holy Land • The ethics of war 	Debate league round 3 with rotating seminars on the following: <ul style="list-style-type: none"> • The Holocaust • The Holy Land • The ethics of war
General RE Year 13 <i>1 hour</i>	Debate League (using Cambridge university debate titles and structure)	Debate league round 2 with rotating seminars on the following: <ul style="list-style-type: none"> • The challenge of secularism • Poverty and justice 	Exams

KS5 Curriculum for RE (Core RE-internally designed)

Rationale for KS5 Curriculum

- Students who choose to study Religious Studies A Level follow the OCR A Level specification taking the philosophy of religion module, religion and ethics and developments in Christian thought. Philosophy of religion and religion and religion and ethics are compulsory, whilst developments in Christian thought is chosen, as Christianity is the majority religion in the UK and our Ranelagh school context. It is also a requirement of the statement of entitlement. Students at A Level produce their own seminars and engage in forums/debates in order to prepare for University study/job interviews/presentations.
- Students who do not choose to study Religious Studies A Level follow a Core RE syllabus, which is internally designed. The Core RE syllabus is seminar/debate based to prepare students for university and covers topics which link theology to history, geography and sociology. The debates explore the Cambridge University debate titles and structure of debate.

RE Marking and Feedback Model

Excellent	<ul style="list-style-type: none"> <li style="margin-left: 40px;"><input type="checkbox"/> Very well presented <li style="margin-left: 60px;"><input type="checkbox"/> Detailed <li style="margin-left: 20px;"><input type="checkbox"/> Excellent use of religious teachings/terminology used <li style="margin-left: 40px;"><input type="checkbox"/> Well developed ideas <input type="checkbox"/> Only one or two SPAG errors but with key religious terminology spelt correctly
Good	<ul style="list-style-type: none"> <li style="margin-left: 40px;"><input type="checkbox"/> Well presented <li style="margin-left: 60px;"><input type="checkbox"/> Some detail <li style="margin-left: 20px;"><input type="checkbox"/> Good use of religious teachings/terminology used <li style="margin-left: 40px;"><input type="checkbox"/> Some attempt to develop ideas <input type="checkbox"/> May be some SPAG errors, but not too many
Satisfactory	<ul style="list-style-type: none"> <li style="margin-left: 40px;"><input type="checkbox"/> Presentation needs work <li style="margin-left: 60px;"><input type="checkbox"/> Lack of detail <li style="margin-left: 20px;"><input type="checkbox"/> Lacks religious teachings/terminology <li style="margin-left: 20px;"><input type="checkbox"/> Some good ideas listed but not developed <input type="checkbox"/> A high number of SPAG errors due to lack of checking and care
Unsatisfactory	<ul style="list-style-type: none"> <li style="margin-left: 40px;"><input type="checkbox"/> Poorly presented <li style="margin-left: 40px;"><input type="checkbox"/> Very little written <li style="margin-left: 20px;"><input type="checkbox"/> Very little religious teachings/terminology <li style="margin-left: 40px;"><input type="checkbox"/> Very basic ideas <input type="checkbox"/> A very high number of SPAG errors due to lack of checking and care <li style="margin-left: 40px;"><input type="checkbox"/> Yellow Box around it

RE Assessment Flightpath

Year 7

Grade	Knowledge and Understanding	Skills
9	<ul style="list-style-type: none"> * Interpret theological concepts such different explanations of the importance of the cross for Christians * Analyse critically the relationship between belief and practice/action using particular examples * Justify contrasting opinions, including differences in religious practice 	A student in Year 7 at grade 9 shows a <i>thorough</i> grasp of uni-structural and multi-structural information. They are <i>competent</i> with exercising relational skills, and their ability to employ the use of the extended abstract is <i>emerging</i> .
7-8	<ul style="list-style-type: none"> * Understand differences in religious practices, both in terms of denominations and regions * Justify with support, why some should and others should not be considered 'Heroes of Faith' * Evaluate using framework, reaching a balanced conclusion by explaining different perspectives * Explain different expressions of the same belief (e.g. the Eucharist) 	A student in Year 7 at grade 7-8 is <i>thorough</i> in their use of uni-structural ideas. They display a <i>competent</i> grasp of multi-structural and relational information. Their ability to employ the use of the extended abstract is <i>emerging</i> .
5-6	<ul style="list-style-type: none"> * Apply key practices such as prayer and fasting to the categories of believing, belonging and becoming * Assess core beliefs within religious traditions, for instance practices which contribute most to a sense of belonging * Offer meaningful and creative answers to complex questions 	A student in Year 7 at grade 5-6 is <i>thorough</i> in their use of uni-structural ideas. They display a <i>competent</i> grasp of multi-structural information. Their ability to show relational understanding is <i>emerging</i> . The use of the extended abstract is <i>not apparent</i> .
3-4	<ul style="list-style-type: none"> * Outline key information about different religious traditions, including key concepts in Christianity and the Five Pillars of Islam * Suggest reasons for own opinion * Apply using prompts, for instance looking at similarities and differences in prayer traditions 	A student in Year 7 at grade 3-4 is <i>competent</i> in the use of uni-structural information. Their ability to present multi-structural information is <i>emerging</i> . This student is not demonstrating relational or extended abstract skills.
1-2	<ul style="list-style-type: none"> * Identify relevant questions about or within religion/ethics 	A student in Year 7 at grade 1-2 is <i>competent</i> in expressing pre-structural ideas. Their ability to employ present uni-structural information is <i>emerging</i> . This student is not demonstrating

	<ul style="list-style-type: none"> * Describe some key beliefs in different religious traditions * Recall some key behaviours of religious people 	multi-structural, relational or extended abstract skills.
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Year 8

Grade	Knowledge and Understanding	Skills
9	<ul style="list-style-type: none"> ⊕ Can show logical chains of reasoning during the application of ethical theories ⊕ Use technical (including ethical and philosophical) vocabulary fluently and accurately ⊕ Can attempt to critically deconstruct ideas about human identity 	A student in Year 8-9 at grade 9 shows a <i>thorough</i> grasp of uni-structural and multi-structural information and is confident in their ability to be relational . They are <i>competent</i> with exercising extended abstract skills.
7-8	<ul style="list-style-type: none"> ⊕ Ask meaningful questions about human/religious identity ⊕ Articulate and justify personal and critical responses, for instance about belonging to a lawful society ⊕ Understand some philosophical ideas about the world ⊕ Acknowledge some different expressions of the same belief, for instance different theological understandings of the nature of Jesus ⊕ Analyse information using PECS, such as the value in different ethical theories 	A student in Year 8-9 at grade 7-8 shows a <i>thorough</i> grasp of uni-structural and multi-structural information. They are <i>competent</i> with exercising relational skills, and their ability to employ the use of the extended abstract is <i>emerging</i> .
5-6	<ul style="list-style-type: none"> ⊕ Understand some philosophical ideas about the world ⊕ Justify my own opinion ⊕ Evaluate different ideas and reach a conclusion using a framework ⊕ Explain ideas using PEE 	A student in Year 8-9 at grade 5-6 is <i>thorough</i> in their use of uni-structural ideas. They display a <i>competent</i> grasp of multi-structural and relational information. Their ability to employ the use of the extended abstract is <i>emerging</i> .
3-4	<ul style="list-style-type: none"> ⊕ Apply content learnt to a new situation, for instance placing Jesus' teachings in a modern context ⊕ Assess different ideas, making accurate superficial judgements 	A student in Year 8-9 at grade 3-4 is <i>thorough</i> in their use of uni-structural ideas. They display a <i>competent</i> grasp of multi-structural information. Their ability to show relational understanding is <i>emerging</i> . The use of the extended abstract is <i>not apparent</i> .
1-2	<ul style="list-style-type: none"> ⊕ Identify relevant questions about or within religion/ethics ⊕ Describe some key beliefs in different religious traditions ⊕ Recall some key behaviours of religious people 	A student in Year 8-9 at grade 1-2 is <i>competent</i> in expressing pre-structural ideas. Their ability to employ present uni-structural information is <i>emerging</i> . This student is not demonstrating multi-structural, relational or extended abstract skills.

	⊕ Suggest reasons for own opinion	
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KS4 GCSE Edexcel B Religious Studies

Grade	Knowledge and Understanding	Skills
9	<ul style="list-style-type: none"> ⊕ Can show logical chains of reasoning during the application of religious beliefs/practices ⊕ Use technical (including theological and philosophical) vocabulary fluently and accurately ⊕ Can critically deconstruct ideas about religion/belief 	A student in Year 9 at grade 9 is <i>thorough</i> in their ability to outline, explain, describe, develop and critically evaluate religious beliefs/practices
7-8	<ul style="list-style-type: none"> ⊕ Can develop explanations of religious beliefs/practices by giving relevant and accurate evidence (including from the Bible and Quran) ⊕ Use technical (including theological and philosophical) vocabulary competently ⊕ Can attempt to critically deconstruct ideas about religion/belief 	A student in Year 9 at grades 7-8 is <i>thorough</i> in their ability to outline, explain, describe and develop religious beliefs/practices. Their ability to critically evaluate is <i>competent</i> .
5-6	<ul style="list-style-type: none"> ⊕ Can explain religious beliefs/practices fluently and accurately ⊕ Can develop explanations of religious beliefs/practices by giving some relevant evidence (including from the Bible and Quran) ⊕ Attempts to use technical (including theological and philosophical) vocabulary 	A student in Year 9 at grades 5-6 is <i>thorough</i> in their ability to outline, explain and describe religious beliefs/practices. Their ability to develop ideas is <i>competent</i> and critical evaluation is <i>emerging</i> .
3-4	<ul style="list-style-type: none"> ⊕ Can outline religious beliefs/practices accurately (including from Christianity and Islam) ⊕ Can explain religious beliefs/practices accurately ⊕ Attempts to develop explanations of religious beliefs/practices by giving some relevant evidence (including from the Bible and Quran) 	A student in Year 9 at grades 3-4 is <i>thorough</i> in their ability to outline religious beliefs/practices. Their ability to explain, describe and develop ideas is <i>competent</i> . This student is not demonstrating critical evaluation .

1-2	<ul style="list-style-type: none"> ⊕ Can outline religious beliefs/practices mostly accurately (including from Christianity and Islam) ⊕ Attempts to explain religious beliefs/practices accurately 	<p>A student in Year 9 at grades 1-2 is <i>competent</i> in their ability to outline religious beliefs/practices. Their ability to explain and describe ideas is <i>emerging</i>. This student is not demonstrating the ability to develop ideas or critically evaluate.</p>
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KS5 OCR Religious Studies A Level

AO1 – Knowledge and understanding of religion and belief

Band	Marks	Descriptor
6	14-16	<p>An excellent demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • fully comprehends the demands of, and focusses on, the question throughout • excellent selection of relevant material which is skillfully used • accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
5	11-13	<p>A very good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
4	8-10	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
3	5-7	<p>A satisfactory demonstration of knowledge and understanding in response to the question</p>

2	3-4	A basic demonstration of knowledge and understanding in response to the question
1	1-2	A weak demonstration of knowledge and understanding in response to the question

AO2 – Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study

Band	Marks	Descriptor
6	21-24	<p>An excellent demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views skillfully and clearly stated, coherently developed and justified • answers the question set precisely throughout • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.</p>
5	17-20	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear argument which is mostly successful • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</p>
4	13-16	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation <p>Assessment of Extended Response: There is a well-developed line of reasoning which is clear, relevant and logically structured</p>
3	9-12	<p>A satisfactory demonstration of analysis and/evaluation in response to the question. There is a line of reasoning presented which is mostly relevant and which has some structure.</p>
2	5-8	<p>A basic demonstration of analysis and evaluation in response to the question. There is a line of reasoning which has some relevance and which is presented with limited structure.</p>

1	1-4	A weak demonstration of analysis and evaluation in response to the question. The information is communicated in a basic/unstructured way.
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