

Year 12		Curriculum Checkpoints: What do students know and what can they do?			
Summative Comment		Developing	Securing	Mastering	Excelling
AF1	Explore knowledge and understanding	Limited relevant knowledge and understanding tendency to use specialist language incorrectly	Limited relevant understanding, more accurate use of specialist language. Beginning to explore impact of beliefs.	Good knowledge of the material, exploring impact of beliefs and ideas. Making accurate use of specialist language.	Wide range of knowledge, using specialist terms and language. Explaining in depth how issues impact on key religious ideas and beliefs
AF2	Assess knowledge and understanding	Limited relevant depth of knowledge and generalised assessment of issues	Some relevant depth of knowledge with a limited use of relevant religious language. Beginning to attempt to break down ideas.	Good use of knowledge making better use of specialist language and terminology. Breaking ideas key ideas and attempting to draw points to a conclusion.	Wide ranged of knowledge and carefully selected language and terminology applied. Broken down into a clear and coherent argument with a reasoned judgement.
AF3	Clarify and identify key concepts	Narrow range of knowledge, simplistic knowledge of key ideas. Ideas are general not linked to the extract.	Limited range of knowledge, and occasional use of specialist terminology. Ideas at times linked to the extract.	Wide, mostly accurate, range of knowledge & specialist terminology used. Key ideas referenced but needing further development. Making reference to the extract.	Accurate use of wide range of carefully selected knowledge & specialist terminology. Addressing a broad range of ideas linked and referencing the extract.
AF4	Analyse and deconstruct information finding connectives and coming to a judgement	Narrow range of knowledge, specialist language and terminology. Often not used accurately. Limited selection of information with basic connections. Generic judgements.	Narrow range of knowledge, specialist language and terminology. At times used accurately. Simple chain of reasoning to some parts of the question. Limited judgements and use of evidence.	Mostly accurate range of knowledge, language and terminology. Making connections between a wide range of elements of the question. Making reasoned judgements on some elements of the question.	Accurate and wide ranging use of knowledge, language and terminology. Used to lead to come to a coherent logical chain of reasoning. Judgements are fully supported by evidence.
AF5	Evaluate, review and bring together information to come to a reasoned conclusion/ judgement	Narrow range of knowledge, specialist language and terminology used, at times applied accurately. Simple, basic connections between various elements of the issue. Making simple and generic conclusions.	Narrow range of knowledge, specialist language and terminology. Deconstructing information/ issues leading to a simple line of reasoning. Making judgements of some aspects of the issue which are logical and loosely joined together.	Mostly appropriate use of information making connections between a wide range of elements of the issue. Making coherent and reasoned judgements to some parts of the issue. Judgements are logical and partially justified.	Critically deconstructing information/ issues leading to coherent and logical chain of reasoning relevant to a full range of elements of the issue. Judgements are fully supported with a comprehensive appraisal of the evidence.