Example KS4 Student Work – RE and Philosophy

The following gives some examples of the level of work covered in Religious Studies and Philosophy at KS4 including details of how we expect students to set out their work and engage with feedback received. Students who follow these steps and respond to the individual feedback they have been given, will make the best progress.

| Classwork and homework All work, both classwork and homework, has a title and date which has been underlined. | All work is presented neatly, and all sheets are stuck in. This student clearly takes pride in their work. | All engagement with feedback, whether that is individual or whole class, has been engaged with in green pen. This level of detail in green pen engagement with feedback will ensure students make secure progress against GCSE assessment objectives as all forms of feedback are specifically targeted to these. |
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| H/M Christmas | Leve my I succ. ay S whe whe No A bortion Pro-ling or Pro-Choice A notion in the thet whe or Pro-Choice A notice in the thet or Pro-Choice A notice in the thet or Pro-Choice a notice or Pro-Choice a notice a notice the or Pro-Choice a notice a notice the or Pro-Choice a notice a notice the or Pro-Choice a notice a | H/W Aberlin - Going our ther. 10/06/24 D. Thills Jarvis Thompson is Pro-Choice because the ges through the analogy of a phase being the sames unconsides without and there says that it is outrageous. She treated would in the says that it is incontent to accel there were not beild have the entry of the phase to the part of the same the cate one there were she also on that it is incontent to accel the part of the same cate the shoust the internet of the same the cate one there were should have the cate of the phase to the part of your the the in the choice the there were a dide on that it is a sortly the provide only in the cate of the phase to be a provide under the cate of the provide the part of your the the is will be with you get the rol brows the the the involved. This shows the derive is meaning others is near the assure. For example, almos the involved. This shows the derive is near the involved the work of the the sort the case of the this the involved the shows the derive is near the phase theory is the work of the order the the the involved the shows the behy's right input the to be the should although the behy's right input the to be the two the case of the shows the derive prove the two the case of the show's right input the to be the two the case of the show's right input the to be the two the case of the show's right input the to be the two the case of the show's right input the to be the two the case of the case of the case of the show's right input the to be the two the the case of th |

As with classwork and homework all teacher marked work has been thoroughly engaged with in green pen by the student. This will ensure the student reflects on their progress to ensure improvements are made.

| | 42 | |
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| | Orthodox Church, the bread is consecrated | ł |
| | because they believe that they are in the | 1 |
| | prescence of Jesus when the bread is | N |
| | Eonsecrated. The Orthodox Christians believe they | |
| | are at the hast Suppor in the presence of | 2 D |
| | Jesus . | 1 |
| | V 1983 · | 1 |
| | Another contrasting way is that the bread and | |
| | wine is optional. For example, in the United | .p |
| | Regime Church, it is aptimul to take the | |
| | bread and wire because they believe it to | |
| | la and the particle of Tesus and | ·E. |
| | be more of a symbol of Jesus and | |
| | a way to strengthen their gaith rather than | |
| | being in His presence. | |
| ELM | Equip IN Fully - DOG 72/04/24 | |
| 0/10 | Engloging with Foodback - PPQ. 23/04/24 | |
| | "The only way to throw Grand is by being salightened" | |
| | it only way to there is by white anotherenal | |
| | E. C. March J. J. Las hauld alight | |
| | Enlightonment = the gaining of the knowledge about | |
| | and or seld jusually Through meditation and | Route) * |
| | sels-discipline; in Buddhim and Hindu traditions, | I- multi |

gaining secon grow the Logde g rebirth. tow know knowledge about 6-00 "Ceneral revelation · pilgtimage elonvestor il Soul · prayer · worship

· Visions

to "know God" means! Pesonal relationship with God Just because I know Paris in the capital of France doesn't mean that I know plaris. This is not asking you to talk about what you know of God

For Against P: I disagne because you can know : I agree because you can know God by having about God by lasting at He will around you on experime with him. viscul on the road to EV: For example, Nature is a and helps as know God. Damascos P = There are other ways to knew God. Ev: For example, pilgrimage to places like handy helps one to know God via miracles.

Route) *, As God, weated the world around us, when we are in nature we get like we are part of had's creation and therefore ever seel close to God just like we got close to God's deation. This helps is have a personal motheraling with ada #2 Scripture helps us have a pesonal relationship

with God because we can understand God, and his beliefs through his teachings. The egore, we seel close to Ocd as a heliers scripture is this words.

I agree because animals also have senses. For examply, a philosopher called Jeremy. Bentham said ="The question is not, " Can Hay reman " Can they talk?" but rother, " (an they supper nor This shows that animal experimentation should allowed except when it causes the animal pain because animals are just like humans in the way that they can both sugger. For Therefore, this avoide shows that is we are not willing to experiment on humans because they can sonse poin than animal experimentation standart be allowed where the animal senses pain, Therefore, I agree

Another reason why I agree is because homans have a duty to look other animals. For example, humans have stavardship over animals and this is shown when in the Bible it says: "The righteous care for the needs of animals." This shows that animal experimentation should be allowed except when it causes the animal pain because humans have to look open to animals is they want to be righteous and live to according to moral and religious principles inthe Is they are rightens, they have a better chance to reach their end good which is to go to beaver Therefore, Moulding order to active this, they will not cause pain that to animals. Threspite, 5 agree.

Humans

Net

show not However, some people may disapple with me because harm animal Hey believe humans rule over He example, For example, order & rang some Christians believe they have dominion over wrinds you not not be cause in the Bible, it says : "rule over the gismin the arrived say sea and the birds in the say and over every living for shall creature that moves on the ground. It is shows He hormal

In addition to the teacher providing targeted and diagnostic individual feedback, a half termly target is given to the student to enable them to focus on how to progress further in the following half term. This is then recorded in their Pupil Target Sheet that is stuck into their exercise books.

| | | pil Target Sheet | <u>enr</u> |
|---|--|--|------------------|
| | Wilson's School R.E. and Philosophy Department: Pup | | iment that |
| Title and Date | | | ife invol |
| e.g. Christianity PPQ, 14 th | To include a range of religious viewpoints in my evaluative | Evaluation question on Theme 1 (Spring 2017) | |
| November | question. | | ything fo |
| Autumn 1 | question. Ensure you use the working of the agen question within your explanation to show that you are directly movening the grate | Feedback & Autumn 2 | the thin |
| Multumn 1 | explanation to show that you are directly anow | | 5 anythi |
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