

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	By the end of Term 1, students will have completed some preliminary skills based tasks with RW and some shorter exam-style questions on Descartes and definition of knowledge. They will not yet have done an essay. In Ethics they will have done a range of exam-style questions on normative ethical theories including an essay question.	Assessments are marked by the teacher and students are given marks in line with the mark scheme. Students are given either whole class verbal feedback or written diagnostic feedback and marking proformas are used to highlight the mark criteria. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills.
2	By the middle of Term 3, students will have completed the January mock exam, including a range of 3, 5 and 12 mark questions but not a timed essay. They will also have completed at least a range of shorter questions and two assessed essays from each of Ethics and Epistemology. The second of these will be less heavily guided than the first. At least one will be under timed conditions and others will be written for homework.	As above
3	By the middle of Term 6, students will have completed at a wide range of shorter questions and one essay per topic for both Ethics and Epistemology, some timed and some at home. By this stage of the year there is less metacognitive support, and revision strategies are applied before tests. The mock exam in June is unseen for shorter answer questions, covering all topics, but with a steer on the essay questions with revision guidance provided.	As above
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Students have a full list of possible exam questions and these are extensively used, either written at home or prepared at home to be written in class, ensuring ongoing learning and consolidation of content and skills.	As above
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Live marking, metacognitive discussion, targeted questioning, peer assessment, self assessment, group quizzes, class discussions, review of mark schemes, use of model answers.	Students should have organised folders containing all work and feedback.

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	By the middle of Term 2, students will have completed an initial test of short answer questions for basic concepts in Mind, shorter answer questions for the Dualism topic, and both short answers and an essay question on the concept and nature of God.	Assessments are marked by the teacher and students are given marks in line with the mark scheme. Students are given either whole class verbal feedback or written diagnostic feedback and marking proformas are used to highlight the mark criteria. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills.
2	By the end of Term 3, following which the mocks take place, students will have completed multiple short answer questions on each topic and essay questions on at least three topics in both God and Mind. At least one of these will have been done timed in class, as will a number of the short answer questions. For the mock examination they are given revision guidance. The mock examination will include a whole Paper 2 including a timed essay on both topic areas.	As above

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Students have a full list of possible exam questions and these are extensively used, either written at home or prepared at home to be written in class, ensuring ongoing learning and consolidation of content and skills.	As above

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Live marking, metacognitive discussion, targeted questioning, peer assessment, self assessment, group quizzes, class discussions, review of mark schemes, use of model answers.	Students should have organised folders containing all work and feedback.