



## Subject Level Descriptor

<b>Department</b>	Philosophy and Ethics	<b>Year Group</b>	Y8	<b>Assessment</b>	Modern Religious Leaders
<b>Assessment Summary</b>	Students have been considering different modern religious leaders and their contribution towards protecting human rights. In this assessment, they are asked to write an essay on: 'Mandela did the most for human rights. Discuss.' In this, they should refer to two or more modern religious leaders (such as Malala, Gandhi, or the Dalai Lama).				

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<b>Level 1</b>	Students give <b>basic descriptions</b> of arguments for and/or against the statement and do not explain the arguments or use examples to add detail. Students <b>tend to just describe Mandela's life</b> and do <b>not reference which human rights</b> he fought for. Personal conclusion lacks explanation or is missing altogether.
<b>Level 2</b>	Students give <b>basic descriptions</b> of arguments for and/or against the statement although <b>there is some evidence of students explaining these arguments further</b> , possibly using examples. Students have provided a good overview of Mandela's life and <b><u>linked his work to human rights</u></b> . Personal conclusion is included but <b>brief and not well explained</b> . <b>Students cannot move beyond this point if they have only given <u>one side of the argument</u></b> .
<b>Level 3</b>	Mostly <b>detailed descriptions</b> of arguments for and against the statement and most arguments are explained in good detail and there is <b>often use of examples</b> . Students have detailed Mandela's life clearly and <b>compared his achievements to at least one other leader</b> . Typically, students have begun to <b>critically analysis Mandela's human rights</b> record. <b>Personal conclusion</b> is included and well explained. <b>Students cannot move beyond this point if they have not provided a <u>personal conclusion</u></b> .
<b>Level 4</b>	<b>Consistently detailed descriptions</b> of arguments for and against the statement. Arguments are well explained and there is consistent use of examples. Students have made <b>detailed links between Mandela's human rights achievements and evaluated</b> how successful he was at addressing racism. Students have <b>compared his human rights</b> achievements to at least two other leaders. Well structured paragraphs with evidence and explanation throughout. <b>Personal conclusion is very well explained and clearly shows why the position supported is the strongest</b> (i.e. why the opposite argument is weak).
<b>Level 5</b>	Student's response stands out as being one of the <b>best in the class</b> and consistently includes: very detailed descriptions and explanations, accurate information and excellent use of human rights articles. Students has demonstrated excellent knowledge, even drawing upon <b>wider information</b> . Students have <b>critically analysed evidence</b> they have provided which has led to a <b>justified conclusion</b> . Spelling and grammar is excellent throughout.