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| **Criteria for Assessment** | **Not Shown** | **Very Low****1** | **Low****2** | **Medium****3** |  **High****4** | **Very High****5** |
| **1. Religious and Spiritual ideas of ancient religions and the aspects of religious traditions** | Religious and spiritual ideas have not been addressed. | A religious and spiritual idea has been explained in a limited manner. | A religious and spiritual idea has been explained in a basic manner including reference to aspects of religious traditions. | Two religious and spiritual ideas have been explained satisfactorily showing their links to aspects of religious traditions. | A number of religious and spiritual ideas have been explained in some detail showing their links to aspects of religious traditions. | Many religious and spiritual ideas have been explained comprehensively showing many links to aspects of religious traditions. |
| **2. The roles of religion in ancient societies. (political, social and economic)** | The roles of religion in ancient societies has not been addressed. | The role of religion in its ancient society is analysed through one example | The role of religion in its ancient society is analysed using one more detailed example | The role of religion in its ancient society is analysed using two examples | The role of religion in its ancient society is analysed using two more detailed examples | The role of religion in its ancient society is analysed through at least three more detailed examples |
| **3. The evolution of ideas and movements.** | The evolution of religious ideas and movements have not been addressed. | The evolution of religious ideas and movements is analysed through one example | The evolution of religious ideas and movements is analysed using one more detailed example | The evolution of religious ideas and movements is analysed using two examples | The evolution of religious ideas and movements is analysed using two more detailed examples | The evolution of religious ideas and movements is analysed through at least three more detailed examples |
| **4. Maps, diagrams and images** | Maps, diagrams and images not evident in student’s work. | At least one map, diagram or image is used accurately to enhance student’s work. | At least two maps, diagrams or images are used accurately to enhance student’s work. | At least three maps, diagrams or images are used accurately to enhance student’s work. | At least four maps, diagrams or images are used accurately to enhance student’s work. | At least five maps, diagrams or images are used accurately to enhance student’s work. |
| **5. Accurate and detailed bibliography** | No Bibliography | At least two references cited accurately | At least three references cited accurately | At least three references cited accurately in alphabetical order | At least four references cited accurately in alphabetical order | At least five references cited accurately in alphabetical order |