

Progress and Assessment Guidance for Teachers of Religious Education

“I Can...” Tools for progression and learning Nottingham City and County RE Syllabus 2020

This assessment guidance for teachers of RE is provided to give practical help in setting outcomes for RE. This section of the guidance outlines an approach using ‘8 steps up’ to generate examples of ‘I can...’ statements to show learners what the lesson objectives or learning outcomes are, in relation to the three fold aims of RE.

The issues around assessment in RE are complex and diverse: practice varies in different schools. But these outcomes show what the syllabus requires from its aims. This guidance provides teachers of RE in all settings with food for thought and some practical ways to clarify progress and achievement in RE and enable teachers to plan assessment clearly and carefully.

“I Can...”

A tool for using the ‘8 Steps Up’ progression guide Refer to your Agreed Syllabus for further details

Introduction: The use of ‘I can...’ statements to describe progress in RE

This document provides teachers of RE in Nottingham City and County with some well structured statements of progress and outcomes for their RE Agreed Syllabus.

The Syllabus’s age related outcomes have been used to generate examples of ‘I can...’ statements for Nottingham City and County teachers and pupils achieving the outcomes at steps 1-8, as specified in the syllabus, pages 71-76. Teachers across the key stages may find this approach useful in setting expectations, planning progression and enabling learners to move towards high standards in RE.

They are only examples, and teachers will see how they might be adapted to different curriculum content, or age groups and to different religions. Of course, nor programme of study would cover all these examples. Teachers should seek to generate their own ‘I can...’ statements to relate closely to the learning needs of their own classes and programmes of study.

The colours of the examples are given in relation to the three fields of enquiry. **Blue text** denotes ‘knowing and understanding’; **orange text**

denotes ‘expressing and communicating ideas’; **green text** denotes ‘gaining and deploying skills for RE’. Whilst some lessons and outcomes are obviously of one strand, others can cut across several – dependent on how they are presented / explored. Good practice avoids atomising learning - there is one aim in RE with three elements – even though teachers find it useful to see the skills as three contributors to overall progress.

It is not possible to be comprehensive in giving ‘I Can...’ statements for all aspects of RE learning: the proper diversity of syllabuses, religions studied and schools’ own emphases make this a task too far. Instead, here, we give lots of examples that also show any teacher how to generate their own examples.

Building the bridge from the ‘8 Steps Up’ approach to the classroom is part of the teacher’s task. These are general ‘I can...’ statements, but each school will need to apply the approach. These examples are written to imply a learning activity very clearly, and as such may not connect with the way any individual school approaches the programme of RE work. They are an illustration of good practice, but not more than that: they are not requirements in any sense. It cannot be overemphasised that these

are just examples, intended to show how schools and teachers can picture progress towards the outcomes in an educational landscape that is leaving ‘8 steps’ behind.

As a development activity, teachers might take any unit of RE work from their syllabus and write some ‘I can...’ statements that put the learning targets into pupil friendly speech. This is easier than it might look, but usually needs to be drafted and redrafted. As always, the teacher’s judgement about the best fit of a step to a piece of work is central. The scale is just as useful in setting tasks and expectations as it is in weighing up what pupils have achieved ~ maybe more so.

Continuity with GCSE is established here as well: new criteria use the expectations and outcomes of the Framework, so progress from 14-16 will connect easily to this set of ‘I can...’ approaches.

Good ‘I can...’ statements use the skill words from the RE syllabus’s outcomes and sharpen them against the content the pupils will study, the examples of knowledge they are acquiring. They are simple and clear, saying exactly what a pupil is achieving en route to the outcomes at the end of the key stage.

<p>Recall, name, talk about, observe, notice, recognise, find out about....</p>	<p>I can recall, name and talk about materials in RE</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Name a church or a mosque or a synagogue and its features from a picture ▪ Remember and tell someone three things that happened in the 'Mary and Joseph' story at Christmas. ▪ Say what happened to the Baby Moses after he was left in the bulrushes. ▪ Put six pictures from (e.g) the Divali story in the right order. ▪ Talk about a 7 branched candlestick: where would you see this, and what does it stand for to Jews? ▪ Speak about my own celebrations and someone else's celebrations. ▪ Recall the outlines of some religious stories. ▪ Recall and name some objects they have learned about to do with Jewish Shabbat. 	<p>I can observe, notice and recognise materials in RE</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Observe from a visit to a Mosque what happens for Muslims at prayer time ▪ Notice three things about the inside of a church that show it is a sacred place ▪ Recognise that some people believe God is great, kind and invisible ▪ Say why unfair shares are a bad idea. ▪ From 6 artefacts or pictures, pick three that are associated with Christians, or three that are used in a Mosque. ▪ Talk about belonging: who do I belong to? How does it show? ▪ Consider how symbols of light make me feel, and make me think. ▪ Notice the value of silent reflection when we want to remember the most important things in life. 	<p>I can notice and find out about religions and worldviews</p> <ul style="list-style-type: none"> ▪ Notice some interesting and puzzling questions I'd like to know about to do with God and creation. ▪ Consider: who is my favourite person in a story of Christmas, Divali or Eid Al Fitr? ▪ Find out why people think it is good to share things fairly. ▪ Notice the feelings that go with thanking and being thanked, praising and being praised. ▪ Find out about the things that matter most in a Mosque or a Church, and notice what matters most to me. ▪ Notice how it feels to create / make something myself, and how it would feel if someone spoiled what I had made. ▪ Notice what we enjoy about big days and celebrating. ▪ Find out what are the big days of the year for different people. 	<p>Step 1 Step 1 Step 1 Step 1</p>
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<p style="text-align: center;">Retell, identify religious materials, ask questions, respond sensitively</p>	<p>I can retell stories, suggesting meanings for sources of wisdom, festivals, worship.</p> <p>In good learning activities pupils could</p> <ul style="list-style-type: none"> ▪ Listen to a Jewish story of Creation and put 7 pictures of the creation story into the right order (retell by sequencing) ▪ Match up some Christian beliefs to some Christian symbols and artefacts (which one shows belief in Jesus? In God the creator?). ▪ Retell a story of the Hajj at Makkah in your own words. ▪ Suggest a meaning for a story, parable or saying by a religious teacher ▪ Use a saying of Jesus as a title and theme to a story made up by me, which is about children of my own age (e.g. 'Love Your Neighbour' or 'Do Not Worry'). ▪ Suggest the meaning of two things that matter to a Christian or to a Muslim. ▪ Suggest the meanings of 6 key words about a religion they have studied. 	<p>I can ask questions and give opinions about religious beliefs and ideas</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Ask good questions about what happens in a synagogue, mosque or church during a school visit ▪ Give simple opinions about what makes a Christian, Jewish or Muslim hero a special person. ▪ Retell a story of Jesus, and suggest what it might mean to a Christian person. ▪ Ask some questions about the 5 daily prayers Muslims perform, responding sensitively to the answers. ▪ Make up some good questions to ask 'the person who knows everything' / God / Allah. ▪ Suggest three questions about God that are interesting and hard to answer. 	<p>I can collect, use and respond to ideas in RE</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Collect examples of what people do, give, sing, remember, or think about at Divali, Easter or Eid Al Fitr ▪ Respond sensitively to ideas in stories about people from the Muslim, Jewish or Christian religions, noticing what matters to them. ▪ Respond to ideas about saying sorry and forgiving people: why does it matter? ▪ Respond to stories about people who were kind, generous or brave from sacred texts with my own ideas about values ▪ Collect a list of some things that are precious, though money can't buy them and use the list to think about values. ▪ Respond to the idea that music can worship God, considering simple examples which express a feeling like joy or excitement. How does singing together make us feel? 	<p style="text-align: center;">Step 2 Step 2 Step 2 Step 2</p>
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<p>Describe, connect, respire thoughtfully, express in different forms, consider, link, discuss</p>	<p>I can describe religions and worldviews, connecting ideas</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Describe three things Christians believe in, and connect the beliefs to what happens at Christmas ▪ Describe two things that matter to Muslims, and say how the significance of these ideas are shown in pilgrimage to Makkah. ▪ Describe three ways Hindus celebrate or worship at home or in the Mandir, connecting practice to beliefs ▪ Describe some symbols of belonging that Hindus, Muslims or Christians use when they worship. ▪ Connect two Muslim artefacts (e.g. Qur'an stand and Prayer mat) with the fast during Ramadan and celebration of Eid. ▪ Make a link between how a Bible story is used in Church, and how it may have an impact on a Christian child (e.g. the story of Jesus washing the disciples' feet). ▪ Use 10 key words from a religion they have studied to say what matters most in that faith community. 	<p>I can give thoughtful responses using different forms of expression in RE</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. ▪ Compare thoughtfully some features of a mosque and synagogue, describing similarities and differences ▪ Respond thoughtfully to poems in which people express their faith or their atheism ▪ Respond thoughtfully to the connection Hindus make between vegetarianism and the idea that divine life is in every living creature. ▪ Thoughtfully answer the question 'what are the purposes of a sacred place?' ▪ Hear arguments for and against worshipping and praying every day, and respond thoughtfully to both sides of the case. 	<p>I can consider, link and discuss questions, ideas and points of view</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Consider why worshippers choose to attend a Muslim Mosque or Hindu Mandir or Christian Church. ▪ Link up some questions and answers about how the Bible influences Christians to their own ideas about what influences them. ▪ Discuss the answers Christians and Muslims give to questions about their practice of giving to charity at Christmas (e.g. Christian Aid or The Children's Society) and Zakat (giving charity or alms to the poor). ▪ Consider their own reflections on a Hindu value like harmlessness / vegetarian diet: how would our school change if we all lived by this value? ▪ Link some things people do to find peace, stillness and rest (including the practices of worship) to their own lives and ways of being calm ▪ Discuss links between religious leaders who they have studied and the kind of person children their age like to 'follow'. 	<p>Step 3 Step 3 Step 3 Step 3</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Outline religious ideas, link viewpoints, express and apply ideas thoughtfully</p>	<p>I can outline religious ideas and practices linking different viewpoints</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Outline three key Muslim beliefs and three key Christian beliefs, connecting them by commenting on similarities ▪ Connect Buddhist ideas about suffering with the practices of detachment, meditation and vegetarianism ▪ Compare two different Christians' viewpoints on life after death with my own viewpoint ▪ Outline different viewpoints on ethical questions, e.g. about money, peace, prejudice or racism ▪ Outline my understanding of why Believer's Baptism matters to Baptist Christians, comparing it with another 'ceremony of belonging'. ▪ Use the right words to outline my understanding of four of the Muslim '99 Names' of Allah. ▪ Outline the connections between charity and scripture in two religions ▪ Create a statement of my own beliefs about God, life after death or human values referring to ideas from two religions I've studied. ▪ Use 6 key words from each of two different religions to outline what matters most in the two faith communities 	<p>I can express ideas thoughtfully in varied forms</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Express their ideas about what pilgrims hope for on their way to Makkah / Iona / Jerusalem ▪ Give thoughtful reasons for the key place of Amrit in Khalsa Sikh life, and for their own sense of what matters at 'coming of age.' ▪ Communicate thoughtful ideas of my own about the ways Christian Aid puts the teachings of Jesus into action ▪ Give thoughtful expression in art, drama or poetry to the spiritual ideas of two contemporary religious leaders who have inspired their followers to make a difference in their community. ▪ Consider British Muslim approaches to serving the wider community and respond thoughtfully by outlining the prospects for more harmonious cities in the UK ▪ Devise four good questions about what makes a leader worth following, and state what a Sikh might say about Guru Nanak's leadership. 	<p>I can apply ideas about religions and worldviews thoughtfully</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Suggest some answers to 'why' questions about Jesus, Bishop Tutu and Mother Teresa, applying ideas like selflessness, altruism or generosity. ▪ Apply the idea of 'doing to others as you want them to do to you' to my own and others' beliefs and lifestyles thoughtfully: would religions change if they really lived by the 'Golden Rule'? ▪ Refer to the authority of teaching of Bible or Qur'an to describe how Martin Luther King or Malcolm X were inspired by their faith to work for racial equality. ▪ Refer to Islamic sources or quotations in giving my own response to Muslim belief about God. ▪ Apply three sayings of Jesus or the Buddha to my own beliefs and lifestyle, giving my reaction to the religious teaching thoughtfully. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Step 4</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explain the impact of, and connections between religious ideas practices and viewpoints, explain diversity clearly, investigate and explain why religions and worldviews matter</p>	<p>I can explain the impact of and the connections between ideas, practices and viewpoints in religions and worldviews</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Explain how Christians and Humanists share 3+ similar ideas about ethics but have opposite ideas about God and life after death. ▪ Explain using the general words of religious study what matters most in 3 religions. ▪ Explain some differences the Five Pillars make to Muslim lifestyle individually, and in the community of the Ummah (impact). ▪ Explain 2+ reasons each for the authority given to the Guru Granth Sahib, the Bible or the Qur'an for a Sikh, a Christian and a Muslim. ▪ Connect up the practices and beliefs about prayer and meditation found in different communities: Why do Buddhists and Christians spend time in silence and stillness? ▪ Explain connections between a Quaker, a Roman Catholic, a Baptist and an Anglican; explain what is distinctive about each. Explain a common authority and belief for them all. ▪ Explain, using the language of 'authority' what it means for a Jew or Christian to take Genesis 1-3 literally, or to read it as a symbolic text. 	<p>I can express diverse ideas and viewpoints clearly in various forms</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Express the reasoning of Humanists and Muslims for their beliefs about life 's end / afterlife ▪ Deduce ideas and beliefs from architecture: how and why do Mosques, Mandirs, Viharas express ideas from the faith? ▪ Recognize and express my understanding of something unique in each of four religions, using appropriate terminology. ▪ Suggest 3+ explanatory reasons why some scientists see religion as a problem, but others see it as a partner. ▪ Communicate clear ideas about making British society more respectful in the light of religious teachings studied. ▪ From a consideration of the differences between pilgrims and tourists, explain the importance of different pilgrimages in different faiths. 	<p>I can investigate and explain why religions and worldviews matter</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Investigate claims that God may be encountered / heard / felt in the worship of religious communities, explaining my own ideas about music, stillness and communal reflection and celebration. ▪ Investigate and explain what some Christian and Muslim leaders say about peace and conflict, relating the ideas to my own ways of life. ▪ Investigate and explain what Hindus and Christians see as the purposes of life, expressing my own views or beliefs about purpose and destiny. ▪ Explain two influences that sometimes make people tell lies, and two influences that encourage truthfulness. ▪ Express views that make reference to two religions on the fact that the 85 richest people in the world own more money than the poorest 3 ½ billion. ▪ Investigate and express my views about what is sacred in Hinduism and in Judaism. Express my views about living without sacred authorities (as for example in Humanism) 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Step 5 Step 5 Step 5 Step 5</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Appreciate and appraise, interpret, give coherent accounts, enquire, express insights</p>	<p>I can appreciate and appraise different understandings of religions and worldviews</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Appreciate and appraise the contribution of a religion to talking problems of discrimination and prejudice ▪ Appraise the evidence for the claim that 'religion does more harm than good' and the counter claim. ▪ Appreciate and appraise some reasons why different interpretations of sacred texts within a religion are important, e.g. why Muslims or Christians can be traditionalists or liberals. ▪ Consider and weigh up the examples of how Christian feminists and Muslim feminists claim to promote gender equality ▪ Weigh up the arguments of scientists who are also religious people about the links between religion and science. ▪ Appraise the ways in which the general concepts of religious study apply to three religions studied (e.g. ritual, belief, myth, miracle, transcendence, ethics). 	<p>I can express insights into questions giving coherent accounts of beliefs and ideas</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Give well informed insights into two different Christian views about why people suffer, using biblical authorities in support of my work. ▪ Give a well informed account of what is difficult or challenging about being a young Christian or Muslim in Britain today. ▪ Give my own insights into examples of spiritual expression in art and architecture by contemporary Jews, Muslims and Christians ▪ Coherently compare how different faiths describe the divine / the sacred, God or Allah in words and in art (eg creeds, scripture, the furnishing and decoration of Synagogues, Mosques and Churches). ▪ Explain coherently and insightfully the ideas of (2 from) Hindus or Sikhs, Muslims or Christians about rebirth and about eternal life, relating these ideas to other people's views. ▪ Comment coherently and respectfully on two opposite viewpoints about a contemporary moral issue, drawing out reasoned ideas about the views I hold myself. 	<p>I can enquire into and interpret ideas, sources and arguments</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Enquire into what an atheist, agnostic or theist might say about God / Allah / the sacred, then express my own ideas and arguments about the question: Is God real? ▪ Interpret a silent video clip of a Bar Mitzvah and a Confirmation, explaining what the rituals mean in Jewish and Christian communities, by devising a commentary for the scene using religious language appropriately. ▪ Enquire into the challenges posed by Jesus' teaching and example about forgiveness, expressing my own ideas about when forgiveness is required. ▪ Argue my case for ways that young people today might be inspired by Martin Luther King, Rosa Parks and / or Malcolm X. ▪ Express my ideas and arguments about promises made at weddings with reference to the vows of a Christian wedding and the Lavan used in Sikh marriage: are marriage vows sacred? Why? ▪ Give my interpretation of the importance of meditation or prayer, showing reasoned understanding of a religious viewpoint I don't agree with. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Step 6 Step 6 Step 6 Step 6</p>
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<p>Evaluate diversity, explain ideas creatively and coherently Use the main methods of religious study, evaluate personally and critically</p>	<p>I can evaluate diverse beliefs, perspectives, sources of wisdom and ways of life</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> Use figurative and symbolic language (e.g. incarnation, supremacy, above, Lord, uniqueness, authority, the sacred) to analyse how Christians and Muslims speak of God / Allah. Evaluate diverse ideas from Christian and Muslim leaders about dealing with terrorism in the light of varied examples of the teaching on conflict found in scriptures. Why do religions that preach peace seem often to make war? Account for the influence of the Bible on two examples of contemporary uses of music and art in Christian worship: can sacred art inspire faith? Use varied examples of Hindu, Buddhist and / or Christian art works to show a coherent understanding of stories from the founding of the tradition, responding both critically and personally. Compare the usefulness of methods from two different disciplines in analysing Humanist, Christian and Buddhist 'truth claims'. Examples might include philosophy, sociology and theology. 	<p>I can explain ideas creatively and coherently using the main methods of religious study</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> Account for some of the different ways Christians react to divorce in the light of Jesus' teaching in the Gospels on forgiveness and on sexuality. Account for some ways Christians and Muslims in the UK today bring up the younger generation, using the concepts of secularisation, religiousness and community cohesion. Account for two different examples of the Christian beliefs about God as creator in the light of contemporary science. Evaluate some reasons that converts give to explain why they joined their religion, using insights from psychology of religion and responding with my own ideas. Use evidence and examples to weigh up theist and atheist ideas about where humans come from, explaining why I hold my own views in depth. Use philosophical evidence and examples to show what might challenge an atheist and a theist. 	<p>I can evaluate questions and arguments personally and critically</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> Evaluate critically examples of Islamic influences for justice in the light of the Prophet Muhammad's (PBUH) example and teaching. Articulate arguments against the Church of England's teaching about sexuality, marriage and divorce. Weigh up the critique critically. Evaluate three criticisms of religion made by Humanists, and three criticisms of humanism made by religious people. Using evidence and examples, weigh up the strengths and weaknesses of the view that following the Ten Commandments would renew or improve British society today. 'Humanism isn't a religion, so shouldn't be studied in RE' Articulate personal and critical responses to this idea. Handle effectively evaluative questions about racism and the challenge of equality to and from Christianity: In what ways is Christianity / Judaism / Islam an anti racist religion? Evaluate accounts of evil from Christianity, Islam, psychology and the media (e.g. horror movies), suggesting how my own insights about evil relate to each of these sources or systems of belief. 	<p>Step 7 Step 7 Step 7 Step 7</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Analyse arguments, justify synthesis research, justify perspectives</p>	<p>I can analyse arguments cogently, justifying perspectives</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> • Analyse some ways in which Christians root their environmental action in scripture and ideas of God as creator and sustainer of life. ▪ Justify my perspective on British Muslim contributions to UK society in the light of the Qur'an's teaching on Shariah. ▪ Give an analytical account of why some people pray daily, and others never, in the light of experiences, evidence and arguments about both answered prayer and unanswered prayer. ▪ Analyse two opposing interpretations of the Bible's texts about gay and lesbian sexuality accounting for the divergent views of the issue found among Quakers, Methodists and Catholics. ▪ Analyse the idea 'theodicy is impossible after Auschwitz.' ▪ Analyse the statement 'When God made Adam she was only practicing.' ▪ Draw balanced conclusions about why six religions that all preach peace are involved in over 100 civil and international conflicts in the world today. 	<p>I can synthesise research using different disciplines in RE</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Sociology of religion: Account for the continuing popularity of Christmas in a secularising and pluralizing United Kingdom, using sociological data and method. ▪ Ethics: Use extensive core knowledge of ethical theory to explain three approaches to a question about sex ethics or the ethics of money. ▪ Use religious concepts from (e.g.) Sikhi and Christianity to explain arguments for and against the reality of God, drawing balanced and well substantiated conclusions. ▪ Science and religion: Draw balanced and informed conclusions to a debate about God and astrophysics: Was God real before the 'big bang'? ▪ Research, using different methods, some statistics about the prevalence of belief in God in different countries, engaging with arguments from Humanists and Christians in sociological study. 	<p>I can use varied disciplines of religious study to research ultimate questions</p> <p>In good learning activities pupils could:</p> <ul style="list-style-type: none"> ▪ Research ideas and values about using intoxicants, with reference to examples from Methodist Christianity and British Islam. ▪ Give well informed and insightful explanations of why inter~ religious understanding can make peace making between communities easier. ▪ Evaluate in detail the idea of a free~floating non-religious spirituality for young people in Britain today, in the light of the prevalent attitude that 'religion is irrelevant, but spirituality is vibrant' ▪ Justify my own views about the spiritual dimension of life. ▪ Argue my own independent answer to the question: 'can you be committed to a spirituality without a tradition or a community?' ▪ Conclude in a well informed way how people in two religions might influence my own ideas about responding to suffering and evil. ▪ Justify my views of Christian and / or Muslim views about the priority of marriage over any other context for family life and sexual fulfilment. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Step 8 Step 8 Step 8 Step 8</p>
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