

ASSESSMENT GRID

Religious Education

YEAR 9

YEAR 9	BELIEFS	PRACTICE	SOURCES OF AUTHORITY/SCRIPTURE	COMPARISONS/ MAKING LINKS	Verbal and spiritual reasoning
<b>Y9.9</b>	<p>I show an exceptional understanding of how beliefs impact on the way of life of individual communities and societies.</p> <p>I am a true philosopher-in –the making and explore beliefs independently.</p> <p>I can use GCSE terminology such as omni-presence &amp; transcendent and show an exceptional understanding here. I can apply these to my work.</p> <p>I can select, critically analyse and justify my own and others’ religious beliefs and values using a range of evidence and arguments.</p>	<p>I understand what it means to” bear witness to one’s faith” and can analyse and evaluate in depth religious and spiritual expression and their impact on contemporary ways of life.</p> <p>I show a <u>true</u> appreciation for traditions in different faiths.</p> <p>I question my own religious practices and compare these to (other) believers.</p> <p>I know how other religions practise their faith and can show this by my in-depth analysis and evaluations of religious and spiritual expression and their impact on contemporary ways of life.</p>	<p>I show a <u>genuine appreciation</u> of sources of authority in different faiths and can assess and compare these.</p> <p>I can analyse the moral rules of the different faiths using evidence from sacred writings.</p> <p>I can select and use Bible quotes confidently to explain mine or others’ opinions on ethical issues.</p> <p>I <u>critically</u> evaluate sources and religious teachings throughout my work.</p>	<p>I make <u>in depth</u> comparisons between religions and/or Christian people in history.</p> <p>Making these comparisons comes natural to me and are an integral part of my assessment.</p> <p>I show a natural inquisitive mind and analyse the comparisons I make.</p> <p>I am critical thinker and point out differences and similarities/ weaknesses and strengths before reaching my <u>own well balanced</u> conclusions.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> <p>My evaluations match that of a GCSE candidate.</p> </div>	<p>I reason in a philosophical manner. My oral language and written feedback reflects this.</p> <p>My conclusions are well balanced and demonstrate high level reasoning.</p> <p>Where necessary, these conclusions are also clearly backed up by spiritual reasoning and scripture.</p> <p>I can provide independent, well informed and highly reasoned insights into my own and others’ religious beliefs and values using a vast range of evidence and arguments.</p>
<b>Y9.8</b>	<p>I demonstrate a sound understanding of the important beliefs within religion and can explain these confidently.</p> <p>I show a very comprehensive and mature understanding of how beliefs impact on the way of life of individual communities and societies.</p> <p>I do this by using a variety of resources.</p> <p>I am a philosopher-in –the making and explore beliefs independently.</p> <p>I can use GCSE terminology such as omni-presence, eternal, transcendent and show an exceptional understanding here.</p>	<p>I understand what it means to” bear witness to one’s faith” and can evaluate the lives of traditional but also modern day Christians who have acted like Jesus.</p> <p>I can evaluate in a critical manner, the way religious groups live according to their history and culture.</p> <p>I question my own religious practices and compare these to (other) believers.</p> <p>I know how other religions practise their faith and can show this by my in-depth analysis and evaluations of religious and spiritual expression and their impact on contemporary ways of life.</p>	<p>I appreciate the sources of authority in different faiths and can assess and compare these.</p> <p>I can analyse the moral rules of the different faiths using evidence from sacred writings.</p> <p>I can select and use Bible quotes <u>confidently</u> to explain mine or others’ opinions on ethical issues.</p> <p>I <u>can evaluate</u> sources and religious teachings throughout my work.</p>	<p>I make <u>thorough</u> comparisons between religions and/or Christian people in history.</p> <p>Comparisons are an <u>integral</u> part of my assessment.</p> <p>I show a natural inquisitive mind and analyse the comparisons I make.</p> <p>I am critical thinker and point out differences and similarities/ weaknesses and strengths before reaching my conclusions.</p>	<p>I reason in a philosophical manner. My oral language and written feedback reflects this.</p> <p>My conclusions are well balanced and demonstrate high level reasoning.</p> <p>Where necessary, these conclusions are also clearly backed up by spiritual reasoning and scripture.</p> <p>I can provide independent, well informed and highly reasoned insights into my own and others’ religious beliefs and values using a vast range of evidence and arguments.</p> <p>I understand why it is challenging to belong to a religion and can give several reasons.</p>
<b>Y9.7</b>	<p>I show a good understanding of how beliefs impact on the way of life of individual communities and societies.</p> <p>I can explore beliefs independently.</p> <p>I am starting to use GCSE terminology such as omni-presence &amp; eternal more frequently and show a thorough understanding here.</p>	<p>I can explain different religious celebrations, rituals and ways of life.</p> <p>I use religious keywords relating to celebrations regularly and throughout my work.</p> <p>I understand that “practising one’s faith” can be very important to individuals and societies.</p> <p>I analyse and evaluate different religious practises and the impact on contemporary ways of life.</p>	<p>I recognise that different religions use different sacred texts and moral codes of behaviour.</p> <p>I can select and use <u>basic</u> Bible quotes to explain mine or others’ opinions on ethical issues.</p> <p>I <u>am starting</u> to evaluate sources and religious teachings <u>throughout</u> my work.</p>	<p>I can explain how different arguments are used to find answers to religious and moral issues.</p> <p>I point out the differences and similarities in religions and ways of life in most parts of my work</p> <p>I show a natural inquisitive mind and <u>start</u> to analyse the comparisons I make.</p>	<p>I can reason in a mature manner. My oral skills and written work reflect this.</p> <p>My conclusions are well thought out and show I can explain the reasons for my own and others’ beliefs and values.</p> <p>I understand why it is challenging to belong to a religion.</p>
<b>Y9.6</b>	<p>I can give examples of beliefs and values that inspire and influence me and others.</p> <p>I can show how religious belief can explain the purpose and meaning of human life.</p> <p>I occasionally use GCSE terminology and show a good understanding here.(i.e natural or moral evil)</p>	<p>I can describe and explain why there are different forms of worship.</p> <p>I use basic keywords relating to celebrations regularly.</p> <p>I recognise that “practising one’s faith” can be very important to individuals.</p> <p>I start to analyse and evaluate different religious practises and the impact on contemporary ways of life.</p>	<p>I can name the different sacred texts for the main world religions and understand that religions use different sacred texts and moral codes of behaviour.</p> <p>I <u>start to use</u> basic Bible quotes to explain mine or others’ opinions on ethical issues and my aim is to use these more regularly.</p> <p>I <u>am starting</u> to evaluate sources and religious teachings <u>in parts of</u> my work.</p>	<p>I can identify similarities and differences between how people react to social and moral issues because of their beliefs.</p> <p>I do this in detailed writing.</p>	<p>I reason in a respectful manner ensuring I can explain why people hold different views when it comes to religious beliefs.</p> <p>I explore why it can be challenging to belong to a religion.</p>

<p><b>Y9.5</b></p>	<p>I know and understand basic religious beliefs and can explain these baselines for different religions.</p> <p>I can explain my own ideas about religion.</p> <p>I frequently use religious keywords for Key Stage 3 (ie Trinity/ tabernacle...) in my written and oral work.</p> <p>I show what it means to be a believer and can share some of the main beliefs within a religion.</p>	<p>I can describe different forms of worship.</p> <p>I can describe and explain why people practise their beliefs in different ways.</p> <p>I show respect for different religions, their beliefs and rituals.</p>	<p>I can re-tell religious stories and am linking these with the different faiths.</p> <p>I know some of the moral rules in one religion and can explain whether or not these particular rules are needed in the world today.</p>	<p>I <b>make links</b> between religious stories and what people believe. (i.e origin of Lent)</p> <p>I <b>start to make links</b> between religious stories and what people believe.</p> <p>I compare the way people from different religions act and behave according to their religion.</p> <p>I can compare in a mature and sensible manner.</p>	<p>I can explain my views if I believe in God or not and I can give some reasons why.</p> <p>I <b>start to explore why it can be challenging to belong to a religion.</b></p> <p>I can choose appropriate questions to find out more about God.</p>
<p><b>Y9.4</b></p>	<p>I know people believe in different Gods or no God and I can give some reasons for their views.</p> <p>I can give reasons for religious actions and symbols (for example making the sign of the cross)</p>	<p>I can say why believers do certain acts.</p> <p>I can explain some religious practices for example fasting during Lent.</p>	<p>I know some of the moral rules in one religion and can explain whether or not these particular rules are needed in the world today.</p>	<p>I know some religious stories and can re-tell the main concepts.</p>	<p>I can say why feelings and beliefs can affect my behaviour and the behaviour of others.</p> <p>I can compare my own and other people's ideas about religious issues that are difficult to explain.</p>