

RS KS3 (y 7) Assessment Criteria

	<b>Emerging</b> – a student whose understanding of the Y7 RE skills are still emerging will be able to:	<b>Developing</b> – a student who is developing the Y7 RE skills will be able to:	<b>Secure</b> – a student who is secure in the Y7 RS skills will be able to:	<b>Mastered</b> – a student who has mastered the skills in the Y7 RS curriculum will be able to:
<b>Knowledge and understanding of religions, ethics, philosophy, and world views</b>	Demonstrate basic understanding of main religious and philosophical concepts. Describe and compare key aspects of religions.	Demonstrate understanding of the main religious and philosophical views and describe main theories.	Demonstrate clear understanding of the religious and philosophical knowledge; explaining and describing world views.	Demonstrate strong understanding of religious and philosophical knowledge.
<b>Expressing and communicating ideas related to religions, ethics, philosophy and world views (tier 2 and 3 vocabulary, key terms, verbal clarity, PEEL structure and logical links)</b>	Start finishing sentences and using tier 3 vocabulary and main key words. Attempting to use the PEEL structure when completing written assessments. Use religious terms to show how beliefs and ideas can be expressed using a variety of forms.	Start writing using a PEEL structure adding good evidence and linking paragraphs logically; describing and explaining reasons using specialist vocabulary and main key words. Respond to religious perspectives upon issues of meaning and purpose and contemporary moral issues. Starting to relate these perspectives to their own lives and the lives of others.	Explaining the importance of religions and philosophical views; explaining reasons in a clear way using tier 3 vocabulary and main key words, using specialist vocabulary orally and in written form; providing evidence linked to specific area (religion, ethics, philosophy). Respond to religious perspectives upon issues of meaning and purpose and contemporary moral issues. Relate these perspectives to their own lives and the lives of others.	Explaining the impact of religions and philosophical views; explaining reasons in a very clear way using tier 3 vocabulary and main key words, using specialist vocabulary orally and in written form.; providing evidence linked to specific area (religion, ethics, philosophy). Discuss religious perspectives in relation to contemporary moral issues. Write well-structured essays with paragraphs logically linked.

<p><b>Gaining and deploying the skills needed for studying religions, ethics and philosophy (describing, explaining, analysing, evaluating, critically discuss).</b></p>	<p>Starting to reflect and think more about ethical dilemma and complex philosophical issue like existence of reality. Getting slowly involved in class discussion and analysis of specific religious and ethical issues. Start formulating informed responses to questions of meaning and purpose.</p>	<p>Moving from description to analysis; justifying conclusion and point of view. Relate religious beliefs, teachings, practice and forms of expression to historical and cultural contexts. Make informed responses to questions of meaning and purpose.</p>	<p>Explaining and interpreting religions, philosophical ideas and world views. Providing often a clear analysis using key words/concepts and tier 3 vocabulary; often providing comparison of contrasting views. Relate religious beliefs and philosophical views to historical and cultural contexts.</p>	<p>Analysing, contextualising and starting to evaluate religious and philosophical knowledge; comparing and contrasting views and personal experiences. Analyse and account for influence, diversity and different interpretations, with appropriate evidence and examples.</p>
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