

Assessment area	Developing	Secure	Excellent
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • Show a basic knowledge of some terms used to describe different religions, such as monotheism or Trimurti. • Describe some ideas about God from the Abrahamic traditions (Judaism, Christianity and Islam) using terms such as omniscient and omnipotent, etc., and can describe some unique characteristics of beliefs about God from Jewish and Hindu perspectives. • Understand some consequences of beliefs in modern day life, referring to examples such as the rise of secularism/atheism, living by Jewish or Hindu beliefs. 	<ul style="list-style-type: none"> • Show a knowledge of a range of terms used to describe different religions and beliefs, such as monotheism, secularism, covenant, Trimurti. • Describe a range of ideas about God from the Abrahamic traditions (Judaism, Christianity and Islam) and Hinduism using terms such as omniscient, omnipotent, omnibenevolent, eternal, and also describe how these attributes have been interpreted by these religions. • Understand how beliefs affect people in modern day life, such as reference to the rise of secularism, or specific examples of living by Jewish or Hindu beliefs. 	<ul style="list-style-type: none"> • Show a knowledge of a wide range of terms used to describe different religions and beliefs, such as monotheism, secularism, atheism, symbolism, orthodox, reform, Trimurti, Aum. • Describe a range of attributes of God from the Abrahamic traditions (Judaism, Christianity and Islam) using terms such as omniscient, omnipotent, omnibenevolent, eternal, and also describe how these attributes have been interpreted by these religions using references from sacred texts or religious practice. • Understand how beliefs affect people in modern day life, including reference to the rise of secularism, and the distinctions between Humanist, atheist, different Jewish or Hindu views with examples of issues or stories that illustrate the range of views within a belief system.

<p>UNDERSTANDING AND EVALUATION</p>	<ul style="list-style-type: none"> • Give a single view, including some religious reference (e.g. a belief, story, symbols). • Directly address the question or respond to the statement given. • Give reason/s for their ideas, and/or the beliefs of others, including religious individuals or groups. 	<ul style="list-style-type: none"> • Explain a single view, with a direct religious reference (e.g. a belief, story, symbols). • Directly address the question or respond to the statement given, including some reference to the context of the question or statement. • Give clear, relevant and correct reasons for their ideas, and/or the beliefs of others, including the reasoning of religious individuals or groups for their behaviour. 	<ul style="list-style-type: none"> • Explain a single view, with a direct religious reference (e.g. a belief, story, symbols), and comment or reflect on this view, mentioning difficulties or alternative interpretations. • Directly address the question or respond to the statement given, including reference to the context of the question or statement, and the range of different answers that religious groups or individuals have given on the topic. • Give clear, relevant and correct reasons for their ideas, selecting and focusing on key factors. The beliefs of others, including the reasoning of religious individuals or groups for their behaviour are also explained and discussed, leading to an appropriate conclusion.
<p>STUDENTS CAN EXPRESS THEIR IDEAS</p>	<ul style="list-style-type: none"> • In sentences with punctuation, style and structure that does not hinder the communication of the ideas expressed. • Using appropriate terms such as theism, beliefs, etc. 	<ul style="list-style-type: none"> • In sentences and paragraphs that help to clarify and express their ideas. • Using appropriate terms regularly such as theism, secular, atheist, society, beliefs, etc. 	<ul style="list-style-type: none"> • In sentences and paragraphs that are clearly structured and enhance the communication of their ideas, with a clear thread leading to an appropriate conclusion. • Using appropriate terms regularly and consistently such as theism, secular, atheist, society, beliefs, etc. The choice of language used always helps to convey the meaning intended.