

LEVEL OF LEARNING THRESHOLD GRID Year 8



BOURNEMOUTH SCHOOL
FOR GIRLS

DEPARTMENT/SUBJECT: **Religious Studies**

Assessment area	Developing	Secure	Excellent
KNOWLEDGE	<ul style="list-style-type: none"> Show a knowledge of a range of terms used to describe different religious and ethical beliefs, such as the 5 K's of Sikhism, incarnation, salvation, utilitarian, hedonist, deontological. Describe a range of ideas on the worship of God from the Sikh tradition, and the stories of Jesus from the Christian tradition. Also, to be able to compare and contrast a range of ethical systems. Understand how beliefs affect people in modern day life, such as applying different ethical theories to modern day examples. 	<ul style="list-style-type: none"> Show a knowledge of a wide range of terms used to describe different religious and ethical beliefs, such as Guru Granth sahib, Gurdwara, parables, Situation ethics, and Virtue ethics Describe a range of ideas about the concept of God in Sikhism, and about the nature of Jesus in the Christian tradition. Also, to be able to compare and contrast ethical systems using ethical terms appropriately. 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. 	<ul style="list-style-type: none"> Show a knowledge of a wide range of terms used to describe different religions and beliefs, such as , Waheguru, arête and miracles, scepticism, and eudaimonia Describe a range of ideas about the concept of God in Sikhism, including the ways Sikhs carry out worship, and about the nature of Jesus in the Christian tradition, including some arguments on his divinity. Also, to be able to compare and contrast ethical systems and form appropriate conclusions, using relevant examples. 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.
UNDERSTANDING AND EVALUATION	<ul style="list-style-type: none"> Explain a single religious view, with a direct religious Reference (e.g. a belief, story, symbols). 	<ul style="list-style-type: none"> Explain a single religious view, with a direct religious reference (e.g. a belief, story, symbols), and comment or reflect on this view, mentioning difficulties or alternative interpretations. 	<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.

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	<ul style="list-style-type: none"> • 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"> • 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. 	<ul style="list-style-type: none"> • 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 and paragraphs that help to clarify and express their ideas. • Using appropriate terms regularly such as Guru Granth sahib, salvation, absolute and relative morality and virtue ethics. 	<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 GGS, salvation, absolute and relative, etc. The choice of language used should always help to convey the meaning intended. 	<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 GGS, salvation, absolute and relative, etc. The choice of language, use of examples and references and the clear structure used should always help to convey the meaning intended.