

LEVEL OF LEARNING THRESHOLD GRID Year 9

DEPARTMENT/SUBJECT: RELIGIOUS STUDIES



BOURNEMOUTH SCHOOL
FOR GIRLS

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 beliefs, such as Allah, Hajj, Qu’ran, Mosque, Ramadan, Salah, Sawm, Shahadah, Zakah; Buddha, Dharma, Dukkha, Enlightenment, Four Sights. • Describe a range of ideas on key Islamic beliefs about Allah, the Quran and the 5 pillars. Also, the life of the Buddha and key teachings. • Understand how beliefs affect lifestyle, including daily life. 	<ul style="list-style-type: none"> • Show a knowledge of a wide range of terms used to describe different religious beliefs, such as Adhan, Allah, Hajj, Imam, Islam, Qu’ran, Mecca, Mosque, Ramadan, Salah, Sawm, Shahadah, Zakah; Anatta: Anicca, Arahant, Atman, Buddha, Dharma, , Dhyana, Dukkha, Enlightenment, Four Sights. • Describe a range of ideas about Allah, the Quran and the 5 pillars, including the effect on lifestyle and culture, including references to beliefs Also, to be able to describe the key events of the Buddha’s life including the impact of the 4 sights. • Understand how beliefs affect lifestyle, including daily and community life. 	<ul style="list-style-type: none"> • Show a knowledge of a wide range of terms used to describe different religions, such as Adhan, Allah, Hadith, Hajj, Imam, Islam, Qu’ran, Mecca, Mosque, Ramadan, Salah, Sawm, Shahadah, Zakah; Anatta: Anicca, Arahant, Atman, Buddha, Bodhisattva, Dharma, Dharmapada, Dhyana, Dukkha, Enlightenment, Four Sights. • Describe a range of ideas about Allah, the Quran and the 5 pillars, including the effect on lifestyle and culture, including precise references to sacred texts and specific beliefs. Also, to be able to describe the key events of the Buddha’s life. • Understand how beliefs affect lifestyle, through a variety of forms including worship, daily life, community life, culture and engagement with the wider world.
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). • Directly address the question or respond to the statement given, including some reference to the context of the question or statement. 	<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. • Directly address the question or respond to the statement given, including reference to the context of the question or statement, and some 	<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 and also alternative interpretations. • Directly address the question or respond to the statement given, including reference to the context of the question or statement, and the

LEVEL OF LEARNING THRESHOLD GRID Year 9

DEPARTMENT/SUBJECT: RELIGIOUS STUDIES

	<ul style="list-style-type: none"> • 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. 	<p>different answers that religious groups or individuals have given on the topic.</p> <ul style="list-style-type: none"> • 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 mentioned and discussed, leading to a conclusion. 	<p>range of different answers that religious groups or individuals have given on the topic.</p> <ul style="list-style-type: none"> • 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 and fully expressed 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, in clear paragraphs where their point shows evidence of structured thinking. 	<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. • 2. Using appropriate terms regularly, consistently and accurately, in paragraphs where there is clear evidence of structured thinking resulting in a conclusion based on premises. 	<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, consistently and accurately, in a series of linked paragraphs that show clear evidence of structured thinking resulting in a developed conclusion based on evidenced premises.