

Religious Studies: Year 7 Threshold progress grid, July 2022

Developing	Secure	Excellent
<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Student can describe different sources of authority, and make some basic evaluative comments about them, and can make simple links between these sources to how they have shaped and formed beliefs.</p> <p>Student can point out issues relating to the reliability of sources when enquiring into religions and worldviews.</p>	<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Student can analyse and evaluate different sources of authority, considering the writings of key thinkers, and how these have shaped and formed beliefs.</p> <p>Student can analyse a range of genres and interpretations of sources of authority applying knowledge of reliability of sources when enquiring into religions and worldviews.</p>	<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Student can analyse and evaluate a range of different sources of authority, including the writings of key thinkers, and how they have contributed to the formation of beliefs, including the range of beliefs within religions or world views.</p> <p>Student can analyse a range of genre and interpretations of sources of authority, and devise coherent lines of questioning concerning the reliability of the source, in relation to their enquiry into religions and worldviews.</p>
<p><u>Strand B: How and whether things make sense (P)</u></p> <p>Student can deduce weak or strong arguments with simple reasons, and shows awareness of different opinions.</p> <p>Student can give supporting reasons, linked to some evidence, to support or counter a particular argument.</p>	<p><u>Strand B: How and whether things make sense (P)</u></p> <p>Student can analyse and evaluate whether a position or argument is coherent and logical, explaining with reasons any divergence of opinion.</p> <p>Student can use principles, analogies and well-researched evidence to support a particular argument and counter a particular argument.</p>	<p><u>Strand B: How and whether things make sense (P)</u></p> <p>Student can analyse and evaluate whether a position or argument is coherent and logical. They can also explain divergence of opinion accurately and with precise reasons or examples to support their explanation.</p> <p>They can present a case drawing from a range of evidence, regularly referring to principles, analogies and well-researched evidence to support or counter a particular argument.</p>

Strand C: The ways in which beliefs shape individual identity, and impact on communities and society and vice versa (SS)

Student can understand and judge how beliefs impact on, shape and change individual lives communities and society, and how individual communities and society can also shape beliefs.

+Students can demonstrate a standard of literacy:

1. In sentences with punctuation, style and structure that does not hinder the communication of the ideas expressed.
2. Using appropriate terms such as theism, beliefs, etc.

Strand C: The ways in which beliefs shape individual identity, and impact on communities and society and vice versa (SS)

Student can analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

+Students can demonstrate a standard of literacy:

1. In sentences and paragraphs that help to clarify and express their ideas.
2. Using appropriate terms regularly such as theism, secular, atheist, society, beliefs, etc.

Strand C: The ways in which beliefs shape individual identity, and impact on communities and society and vice versa (SS)

Students can analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individual communities and society can also shape beliefs. They can refer to examples to support their points, and draw specific and general conclusions from their analyse that are consistent with their reasoning.

+Students can demonstrate a standard of literacy:

1. 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 and consistently such as theism, secular, atheist, society, beliefs, etc. The choice of language used always helps to convey the meaning intended.