

Religious Studies: Year 8 Threshold progress grid, July 2022

Developing	Secure	Excellent
<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Student can describe the source/s of different sources of authority, including the writings of some key thinkers and how these have formed beliefs.</p> <p>Student can make simple judgements on some different genres, applying knowledge of reliability in a straightforward manner.</p>	<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Student can contextualise and evaluate sources of authority including the writings of a range of key thinkers and how these have shaped and formed beliefs.</p> <p>Student can evaluate a range of genres and interpretations of sources of authority applying knowledge of authenticity, historical accuracy and authorship coherently and competently when enquiring into religions and worldviews.</p>	<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Students can contextualise (in detail) and evaluate thoroughly the sources of authority, including writings from a range of key thinkers. They can clearly explain how these have shaped and formed beliefs, including reference to the extent and influence on beliefs.</p> <p>Students can evaluate a wide range of genres and interpretations of sources of authority applying knowledge of authenticity, historical accuracy and authorship clearly and in considerable detail when enquiring into religions and worldviews.</p>
<p><u>Strand B: How and whether things make sense (P)</u></p> <p>Student can identify strengths and weaknesses of a position or argument, and point divergence of opinion. They show some awareness of the impact of culture and society.</p> <p>Student demonstrates comprehensive evidence of the process of reasoning when forming an argument and when creating counter arguments, showing awareness of their own cultural assumptions.</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 and showing increasing awareness of the impact of culture and society on this position.</p> <p>Student demonstrates comprehensive evidence of the process of reasoning when forming an argument and when creating counter arguments, showing awareness of their own cultural assumptions.</p>	<p><u>Strand B: How and whether things make sense (P)</u></p> <p>Student can thoroughly analyse and evaluate whether a position or argument is coherent and logical, explaining with well-developed reasons any divergence of opinion and showing increasing awareness of the impact of culture and society on this position, often including references to contemporary events in the news.</p> <p>Student demonstrates comprehensive evidence of the process of reasoning when forming an argument and when creating counter arguments, showing awareness of their own cultural assumptions.</p>

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

Student can make some judgements on the impact of beliefs on individual, communities and society, and how several factors can impact on and 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 Guru Granth sahib, salvation, absolute and relative morality and virtue ethics

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

Student can contextualise and evaluate the impact of beliefs on individual, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.

+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 GGS, salvation, absolute and relative, etc. The choice of language used should always help to convey the meaning intended.

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

Student can contextualise (in detail) and evaluate thoroughly the impact of beliefs on individual, communities and society. They can identify and distinguish clearly how historical, cultural, social and philosophical factors impact on and shape beliefs, both in the past and also contemporary events in the news.

+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 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.