

**Religious Studies: Year 9 Threshold progress grid, July 2022**

Developing	Secure	Excellent
<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Student can evaluate where beliefs come from using some relevant evidence.</p> <p>Student can judge propositions about the sources when enquiring into religions and worldviews.</p> <p><u>Strand B: How and whether things make sense (P)</u></p> <p>Student can make some judgement whether different positions or arguments are logical, evaluating their relative importance and explaining conclusions with simple reasons and some evidence.</p> <p>Student can create and test their own and others well substantiated arguments or hypotheses drawing conclusions based on the process of reasoning.</p>	<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Student can analyse and evaluate where beliefs come from using evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences.</p> <p>Student can analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews.</p> <p><u>Strand B: How and whether things make sense (P)</u></p> <p>Student can assess whether a range of positions or arguments are logical, evaluating their significance and explaining conclusions with reasons and evidence.</p> <p>Student can create and test their own and others well substantiated arguments or hypotheses drawing conclusions based on the process of reasoning.</p>	<p><u>Strand A: Where beliefs come from (T)</u></p> <p>Student can contextualise, analyse and evaluate where beliefs come from using well-chosen evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences.</p> <p>Student can contextualise, analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews.</p> <p><u>Strand B: How and whether things make sense (P)</u></p> <p>Student can comprehensively assess whether a range of positions or arguments are coherent and logical, evaluating their validity and significance and explaining conclusions with compelling reasons and reliable and carefully selected evidence.</p> <p>Student can create and test their own and others well substantiated arguments or hypotheses drawing conclusions based on the process of reasoning.</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 how beliefs impact on, shape and change individual lives, communities and society, and how several factors 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, in clear paragraphs where their point shows evidence of structured thinking.

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

Student can contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, 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, consistently and accurately, in paragraphs where there is clear evidence of structured thinking resulting in a conclusion based on premises.

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, analyse clearly and fully evaluate how beliefs impact on, shape and change individual lives, communities and society. They can also explain how historical, cultural, social and philosophical factors impact on and shape beliefs, and distinguish the multiple factors involved in the formation and development of beliefs, for both individuals and groups.

**+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, 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.