

## Philosophy & Ethics Assessment Criteria

GRADE	DESCRIPTION
<b>UP1</b>	Initial response to religious text. Initial response to religious practices such as festivals. Initial understanding in any form.
<b>UP2</b>	Emerging response to religious text meaning. Emerging response to religious practices. Emerging opinion regarding religious practices such as festivals and ethical matters. Demonstrating emerging understanding in any form.
<b>UP3</b>	Intermittent, but clear understanding of religious text and meaning. Beginning to link personal experience with religious experiences (practices) such as festivals. Beginning to personally respond to issues of an ethical nature. Recognition of items of ethical concern such as 'animal rights'. Express personal response.
<b>1</b>	<p><b>Knowledge, Understanding &amp; application</b> Students use some religious words and phrases and name features of a religious life. They can retell religious stories. They can identify and name some forms of religious practice. Students to show some awareness of religion in the community. They can recognise symbols. They may be able to recall visual forms of religious expression. Communicate their ideas using everyday language. To consider behaviour as an ethical response.</p> <p><b>Skills</b> Students express personal responses to some learning experienced. Responses with key terms.</p>
<b>2</b>	<p><b>Knowledge, Understanding &amp; application</b> Students use some vocabulary. They are able to use phrases to identify features of religious belief and or practice. For example; "Jesus died for us". Students can retell religious stories and can suggest meanings for religious actions and symbols. Students may show (identify) some understanding of the importance of religion to the lives of people, such as expressed in festivals and religious customs. Students may relate personal experiences to religious lives and practice. To identify behaviours as an ethical response and to be able offer some response.</p> <p><b>Skills</b> Students may present simple opinions in relation to issues taught. Communicate their ideas using everyday language. Some use of key terms in context.</p>

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<b>3</b>	<p><b>Knowledge, Understanding &amp; application</b></p> <p>Students to use some specific and general vocabulary. Some or more of this use is accurate and in context to the topic.</p> <p>They can describe basic religious expressions of belief in the forms of worship, festivals or lifestyles. They may express understanding of feelings of the faithful and suggest meanings for a range of forms of religious expression.</p> <p>Make simple connection between religion and people's lives. Students may also begin to show an understanding of the importance of religious sources in their work. Awareness and attempts of comparison and similarities of the different religious traditions.</p> <p>Students may relate personal experiences to religious lives and practice.</p> <p>To identify behaviours as an ethical response and to be able offer responses to different matters.</p> <p><b>Skills</b></p> <p>Students may present single and or simple reasons in support of their opinions.</p> <p>Key terms used in short sentences to express personal of religious awareness / learning.</p> <p>Show some understanding of the complexity of issues. Communicate their ideas using everyday language.</p>
<b>4</b>	<p><b>Knowledge, Understanding &amp; application</b></p> <p>Students demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.</p> <p>Students show awareness of the meaning and importance of beliefs and practices of the religion (s). They can describe the impact these have on the lives of the believers.</p> <p>They understand how differences in belief lead to differences of religious responses.</p> <p>They communicate their idea using specialist vocabulary appropriately.</p> <p>To identify religious behaviours as an ethical response and to be able offer considered responses from more than one perspective.</p> <p><b>Skills</b></p> <p>They can use arguments which are support by relevant evidence to express ideas about issues studied.</p> <p>Students will be able to appreciate their own limitations in claiming to know the truth about an issue, and show clear understanding of the complexity of issues. Religious views on moral issues.</p> <p>The can also demonstrate some evaluation of the issues and in doing so will refer to different points of view.</p> <p>A personal, informed opinion is expressed but with limited justification.</p>
<b>5</b>	<p><b>Knowledge, Understanding &amp; application</b></p> <p>Students demonstrate good knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. Students can demonstrate knowledge that religious practices and scriptural teachings can have more than one meaning.</p> <p>Students will make links between the practices and beliefs of one religion with those of another.</p> <p>Able to highlight denominational variations within religions.</p> <p>Students show awareness of the importance of beliefs and practices of the religion (s). They can describe and explain the impact these have on the lives of the believers and the wider community.</p> <p>They understand how differences in belief lead to differences of religious responses.</p> <p>They communicate their ideas using a wide variety of specialist vocabulary appropriately.</p> <p>To appreciate that various ethical responses have potential equal worth.</p> <p><b>Skills</b></p> <p>They can use a plurality of arguments which are support by relevant evidence, either scriptural or descriptive to express ideas about issues studied.</p> <p>Students will be able to express their own limitations in claiming to know the truth about an issue, and show clear understanding of the complexity of issues. Religious views on moral issues.</p> <p>The can also demonstrate secure evaluation of the issues and in doing so will refer to different points of view.</p> <p>Clear evaluation is expressed through use of literature skills, evidence of persuasive language. A personal, informed opinion is expressed but with limited justification.</p>

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<b>6</b>	<p><b>Knowledge, Understanding &amp; application</b></p> <p>Students should be able to demonstrate very good knowledge and thorough understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources practices and ways of life. Students know different ways of expressing meaning within a religious tradition.</p> <p>Students can draw out and explain the meaning and importance of beliefs and practices of religions. Students will identify correlations of practices and beliefs of one religion with those of another. Students will express facts of historical relevance regarding the origins of religious practices.</p> <p>Able to highlight and describe denominational variations within religions.</p> <p>Students can assess the impact of these on the lives of the believers. Students explain how differences in belief lead to differences of religious responses.</p> <p>To understand the link between ethics / personal behaviour and religious influences.</p> <p>Students demonstrate the accurate use of a wide range of specialist language.</p> <p><b>Skills</b></p> <p>Students can create reasoned arguments which are supported by evidence and scripture in responding to issues concerning; religious beliefs, moral issues and ultimate questions. While at the same time recognising the plurality of human responses to these issues.</p> <p>Students can create a personal, informed insight whilst evaluating different points of view, a personal conclusion. Express religious views on moral issues. Good understanding of critical argument is present and best expressed through effective use of literature skills, especially persuasive language. This conclusion is based upon the issues and questions discussed and learned. A variety and effective application of associated technical terms.</p>
<b>7</b>	<p><b>Knowledge, Understanding &amp; application</b></p> <p>Students should be able to demonstrate detailed knowledge and thorough understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources practices, ways of life. Students know different and forms of expressing meaning within a religious tradition.</p> <p>Students can draw out and explain the meaning and importance of beliefs and practices of religions. Students sometimes intercede practices and beliefs of one religion with those of another.</p> <p>Students recognise and express the importance of the historical roots of religious practices.</p> <p>Able to compare and contrast denominational variations within religions.</p> <p>Students can also assess the impact of these on the lives of the believers. Students can explain how differences in belief lead to differences of religious responses.</p> <p>Students demonstrate the accurate use of a wide range of specialist language.</p> <p>To respect the validity of arguments that present potential ethical truths from religious and secular origins.</p> <p><b>Skills</b></p> <p>Students can create reasoned arguments which are supported by evidence and scripture in responding to issues concerning; religious beliefs, moral issues and ultimate questions. While at the same time recognising the complexity of these issues and the variety of human responses to these issues.</p> <p>Express a variety of religious views on moral issues.</p> <p>Students can create a personal, informed insight whilst evaluating different points of view, resulting in a commitment in claiming a personal truth. A very good understanding of critical argument is present and best expressed through effective use of literature skills, especially persuasive language. This conclusion is based upon the issues and questions discussed and learned. An almost complete and precise application of associated technical terms.</p>

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<b>8</b>	<p><b>Knowledge, Understanding &amp; application</b></p> <p>Students should be able to demonstrate excellent knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources practices, ways of life and forms of expressing meaning.</p> <p>Students can easily identify and explain the meaning and importance of beliefs and practices of religions. Students frequently intercede practices and beliefs of one religion with those of another.</p> <p>Students recognise and relate to the importance of the historical roots of religious practices in their written responses.</p> <p>Able to explain denominational variations within religions.</p> <p>Students can also assess the impact of these on the lives of the believers. Students can explain how differences in belief lead to differences of religious responses.</p> <p>To know that ethical truths of different perspectives reflect, religious and cultural beliefs.</p> <p>Students demonstrate the accurate use of a wide range of specialist language.</p> <p><b>Skills</b></p> <p>Students can create reasoned arguments which are supported by evidence and scripture in responding to issues concerning; religious beliefs, moral issues and ultimate questions. Some evidence of analysis is present in the work. While at the same time recognising the complexity of these issues and the variety of human responses to these issues.</p> <p>Express a sound understanding of religious views on moral issues, supported with reference to contemporary commentary.</p> <p>Students can create a personal response, whilst evaluating different points of view, resulting in an original conclusion. Lucid understanding of critical argument is present and best expressed through very effective use of literature skills, especially persuasive language. This conclusion is based upon the issues and questions discussed and learned. An almost complete and precise application of associated technical terms.</p>
<b>9</b>	<p><b>Knowledge, Understanding &amp; application</b></p> <p>Students should be able to demonstrate complete knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources practices, ways of life and forms of expressing meaning.</p> <p>Students can identify many and explain the meaning and importance of beliefs in forming and sustaining practices of religions.</p> <p>Students can easy intercede practices and beliefs of one religion with those of another.</p> <p>Students recognise and relate to the importance of the historical roots of religious practices and can make comparisons with other faiths historical developments.</p> <p>Able to express reflections denominational variations within religions and contemporary society.</p> <p>Students can also assess the impact of these on the lives of the believers. Students can explain how differences in belief lead to differences of religious responses.</p> <p>To know that ethical responses can be religiously motivated, motivated by human desire, motivated by a sense of duty, motivated by personal desire or influenced by the situation.</p> <p>Students demonstrate the accurate use of a wide range of specialist language.</p> <p><b>Skills</b></p> <p>Students can create sustained reasoned arguments which are supported by evidence and scripture in responding to issues concerning; religious beliefs, moral issues and ultimate questions. While at the same time recognising the complexity of these issues and the variety of human responses to these issues.</p> <p>Students can create a personal, informed insight whilst evaluating and analysing different points of view, resulting in a commitment in claiming a personal truth. Excellent understanding of critical argument is present and prodigiously expressed through very effective use of literature skills, especially persuasive language. The use of technical language is flawless. This judgement is based upon the issues and questions discussed and learned.</p>