

DHSG Lower Years Assessment Framework

Religious Studies



LOWER YEARS (Years 7 to 8)

| | Developing (D) | Secure (S) | Mastering (M) |
|----------------------|---|---|--|
| Knowledge | <p>With support can retrieve core factual knowledge about the religious and non-religious worldviews studied.</p> <p>Can identify and make sense of some of the religious and non-religious beliefs and concepts studied.</p> <p>Can use a range of specialist terms with reasonable accuracy.</p> <p>Has an awareness of the different 'ways of knowing' (disciplines) in Religious Studies.</p> | <p>Often able to retrieve a range of factual knowledge about the religious and non-religious worldviews studied.</p> <p>Can identify and make sense of most of the religious and non-religious beliefs and concepts studied.</p> <p>Can use a good range of specialist terms with considerable accuracy.</p> <p>Can identify the that different questions can fit with different disciplines, including theology, philosophy, a social science tec.</p> | <p>Consistently able to retrieve a wide range of factual knowledge about the religious and non-religious worldviews studied.</p> <p>Can identify and make sense of the religious and non-religious beliefs and concepts studied.</p> <p>Can use a wide range of specialist terms with consistent accuracy.</p> <p>Can identify the different ways disciplines construct knowledge and aware of associated assumptions.</p> |
| Understanding | <p>With support can give some reasoned explanations of how and why the elected core beliefs and concepts are important within the religions studied.</p> <p>Explain how people use and make sense of sources of authority differently.</p> <p>Give some reasons to account for how people put their beliefs into practice in different ways, individually and in various communities.</p> <p>Give a simple account of the significance and some implications of the beliefs and practices studied in the world today.</p> | <p>Often able to give a range of reasoned explanations of how and why the elected core beliefs and concepts are important within the religions studied.</p> <p>Explain how and why people use and make sense of sources of authority differently.</p> <p>Give a range of reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities.</p> <p>Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today.</p> | <p>Consistently able to give a wide range of reasoned explanations of how and why the elected core beliefs and concepts are important within the religions studied.</p> <p>Explain how and why people use and make sense of sources of authority differently.</p> <p>Give a wide range of reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities.</p> <p>Give coherent accounts of the significance and wide range of implications of the beliefs and practices studied in the world today.</p> |
| Skills | <p>With support can analyse different points of view that lead to a simple conclusion both verbally and in their written work.</p> <p>Relevant reference to sources of authority in their response.</p> <p>Can reflect on how the beliefs and practices studied help themselves and others to make sense of the world.</p> | <p>Often able to analyse and evaluate different points of view that lead to a simple conclusion both verbally and in their written work.</p> <p>Relevant and accurate reference to a range of sources of authority in their response.</p> <p>Can reflect and express how the beliefs and practices studied help themselves and others to make sense of the world.</p> | <p>Consistently able to analyse and evaluate the strengths and weaknesses of alternative viewpoints and articulate logical chains of reasoning leading to a justified conclusion both verbally and in their written work.</p> <p>Relevant and accurate reference to a wide range of sources of authority in their response.</p> <p>Can independently evaluate how the beliefs and practices studied help themselves and others to make sense of the world.</p> |

MIDDLE YEARS (Years 10 to 11)



GCSE READY