



**Curriculum and Progression
Overview**

Religious Studies

**Plymouth High School for
Girls**



CONTENTS

1. The Curriculum

a. Intent

b. Implementation

c. Impact

2. Curriculum and assessment overview (KS3-5)

3. KS 3 Progression ladder

4. Feedback and Assessment system

1. The Curriculum

Plymouth High School for Girls aims to be an outstanding Grammar School for the 21st century remaining true to the philosophy of the school's motto 'For Life Not School We Learn'.

A school which:

- Promotes a culture of high **aspiration** enabling personal and academic success
- Prepares students to **think confidently and independently**
- Provides an **outstanding education** for all, the key to this being high quality teaching
- Provides **enjoyment, excitement and challenge** for all, stimulating an enthusiasm for lifelong learning
- Prepares students to become **active citizens**, equipped to succeed in a world of rapid change

a. Intent

One of our favourite moments in KS3 occurs in the summer term of year 8 when we, in the context of investigating '*Spiritual intelligence*', introduce our students to a discussion around a quotation from the film 'Shadowlands', the biographical film about C.S. Lewis. (We then watch and discuss this film and Lewis during year 9). The film is filled with memorable quotations, but the one we focus on is "*We read to know we're not alone.*"

This is very similar to the intention behind our teaching of Religious Studies: "*We teach to know we're not alone*". We mean that the intention behind our RS curriculum at Plymouth High is not to teach just for exam results, we teach to enable our students to begin to contemplate the interconnectedness of all our lives.

Our curriculum very much supports, and links with, the work of the PSHE and wellbeing programmes in school and takes account of the Prevent strategy

Thinking is at the heart of what we do. We aim to equip students with the skills to allow them to become independent thinkers and who take responsibility for their own learning and progress. Thinking maps and thinking hats and other thinking tools are used to support and organise ideas where appropriate. Retrieval tasks draw on recalling subject specific vocabulary and concepts to aid with embedding them in long term memory and to facilitate progression through our spiralling curriculum.

Student voice is sought when reflecting on how to develop our curriculum to best serve our students.

Homework tasks support classroom activities and may include, learning content, research/reading around a topic, practising exam skills and preparing for other assessed tasks.

The Religious Studies team seeks to help our students to:

- ❖ Develop lively, enquiring minds together with a positive wish to learn, to question and to argue rationally and to apply themselves intelligently to tasks
- ❖ Respect the religious, spiritual and moral values of others, and to consider thoughtfully their own attitudes, values and beliefs and develop a sense of self-respect and individual worth, a capacity to live as independent, self-motivated adults with the ability to live and cooperate with others.
- ❖ Acquire knowledge about beliefs, ethics and morality, an understanding of concepts such as suffering, freedom, choice, as well as skills such as effective communication, justifying points of view, analytical writing, all of which are linked to, and relevant to, a rapidly changing world.

b. Implementation

Year 7	AUTUMN	SPRING	SUMMER
	Ultimate Questions: Beliefs about God, What happens when we die?	Christianity and Modern life	Rites of Passage
Rationale	A general place to start given the number of different primary Schools. Topics with sufficient depth and challenge to get them thinking and developing A02 (thinking) skills which may not have been a focus at primary level.	Introduction to the variety of Christian Perspectives when making moral decisions as a foundation for future GCSE work (Component 2).	Beginning to consider the meaning of religious practices and how those practices affect believers as introduction to GCSE component 1
Knowledge/key words/concepts	Facts, opinions, beliefs. Objective v Subjective Omniscience, omnipotence, omnipresence, transcendence, immanence Sikh and Hindu ideas about God Karma, rebirth, samsara, atman	Sources of Authority 10 Commandments Absolute and relative morality Parables Forgiveness Creed Trinity Bible Artistic representations of Jesus	Rites of passage Ritual Symbolism Nelson Mandela's initiation Rites of passage from a variety of religions.

	Near death experience		
Skills	Confidence building, giving and justifying points of view in a more friendly/informal way; PEE paragraphs, Thinking maps - circle maps, bubble maps, double bubble maps, thinking hats.	Interpreting religious texts. Using sources to justify points of view.	Understanding how religious beliefs and practices affect believers.

Year 8	AUTUMN	SPRING	SUMMER
	Women in Religion	Buddhism	Spiritual Intelligence
Rationale	Links to work in PSHE and focuses on issues which are pertinent to girls beginning to move in a more adult world. Challenges media and gender stereotypes.	Linking to yr7 Hinduism work on reincarnation/atman Contrasting now with Buddhist teachings on anatta Five precepts work builds on morality work in yr7. A detailed look at an Eastern religion which forms a foundation for future GCSE and A level studies	Linking to concepts explored in wellbeing curriculum. Considering the function and importance of spirituality (not necessarily religious) fulfilment. Learning from various traditions and considering various stimuli
Knowledge/key words/concepts	Media pressures/image Oppression Freedom Choice Hijab (Islam) purity/impurity (Judaism) Shakti (Hinduism) Ordination of women (Christianity)	Four sights Four Noble Truths Eightfold Path Three marks of existence Three Fires Karma, samsara, dependent origination Nibbana	Spiritual intelligence Meaning Purpose Success fulfilment Hero's Journey - study of the film 'Seven years in Tibet'
Skills	Essay writing using PEE paragraphs and religious/other sources as evidence to discuss and reach justified conclusion Thinking maps – circle, double bubble, thinking hats.	Understanding difficult philosophical concepts. Applying religious concepts to explain ideas. Reflecting on meaning for practitioners	Class discussion/debate, personal reflection.

	Oral presentation skills		
--	--------------------------	--	--

Year 9	AUTUMN	SPRING	SUMMER
	Introduction to Ethics and Philosophy of Religion	Judaism and the Holocaust:	Weird and Wonderful religion:
Rationale	Introduces a selection ethical theories that will be usable at GCSE and beyond. Students evaluate their effectiveness in helping us to know what is good against a range of contemporary moral issues. This reflects the kind of thinking needed at GCSE and beyond. Students will also be introduced to the problem of evil and suffering as a challenge to belief in God and will consider ways to find meaning and purpose in suffering; exploring grief in a with a 'controlled' example.	Introduces Judaism as one of the religions studied at GCSE. Studying the religious and human questions posed by the Shoah and other genocides. Links: Adds a dimension to students' studies in history.	An end of key stage project drawing on the interpretative skills developed to this point.
Knowledge/key words/concepts	Ethics: Divine Command Theory, Virtue Theory, Utilitarianism, Situation Ethics. Philosophy of religion: challenges to belief in god – evil and suffering Study of the film 'Shadowlands'	Judaism and the Shoah Covenant, Shema, mitzvot, orthodox/reform 'Last Days' Religious responses In groups/out groups Mankind's responsibility Genocides Remembering the holocaust	Exploration into less well-known religious groups and practices and customs (e.g., asceticism, transcendental meditation, self-mummification)

Skills	GCSE level thinking (and beyond) using and evaluating religious ideas and concepts. Independent research skills, time management/organisation. Working in groups/collaboration Oral presentation skills Essay writing (timed conditions) Thinking maps- circle maps, double bubble maps, thinking hats
--------	---

KS4	Content	Rationale
GCSE	AQA A: Component 1 Themes: from Christian Perspectives Component 2: Hinduism and Judaism	Builds on work done throughout KS3. East/West balance which then links into A level where the East/West theme continues.
CORE	Yr10: Religious Expression in Society/Introduction to Philosophy Yr11 Extremism	Develops a cultural capital by considering a range of religious art, music, literature and architecture, as well as considering the value that religion and spirituality might have for individuals and society. Introduction to philosophy looks at a number of arguments for the existence of god and challenges to belief. Considers idea of 'norm' versus 'extreme views'. Looks at how extreme views manifest themselves in a variety of religious/non-religious groups (Christianity, Islam, Anti-theism)
KS5	OCR Religious Studies A level: Philosophy of Religion Religion and Ethics Buddhism	Links to and continues East/West theme Exam board chosen for academic rigour.

c. Impact

By the end of year 7 students will know:

- Vocabulary to describe qualities and attributes of God
- Ideas concerning Hindu teachings of reincarnation of the atman within samsara

- Vocabulary to describe different types of morality
- Key Christian teachings and beliefs (10 commandments, denominations, trinity, Bible references, parables.)
- About ritual and symbolism in rites of passage.

By the end of year 7 students will be able to:

- make links between beliefs, teachings and sources of different religious groups and show how they are connected to believers' lives
- use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups
- describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.
- ask questions about the moral decisions people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.

By the end of year 8 students will know:

- about specific challenges for women in society
- key features of world religions particularly affecting women
- key teachings and concepts within Buddhism (4 Noble Truths, Eightfold path, 3 marks of existence, 3 fires, 5 precepts, karma, samsara, nibbana)

By the end of year 8 students will be able to:

- suggest reasons for the variety of beliefs which people hold and explain how religious sources are used to provide answers to important questions.
- explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.
- use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.
- give own and others' views the challenges of belonging to a religion
- ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in own and others' lives.
- ask questions about things that are important to self and to other people and suggest answers which relate to own and others' lives.

By the end of year 9 students will know:

- At least 3 different ethical theories (Divine Command Theory, Virtue theory, Utilitarianism, Situation Ethics)
- How the existence of evil and suffering challenge religious belief.
- Key features of Jewish belief and practice (covenant, mitzvot, Shema, orthodox, reform)
- Challenges to faith and belief as a result of the 20th century Holocaust/Shoah
- About other genocides that have taken place since WW2.

By the end of year 9 students will be able to:

- say what religions teach about the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them, with particular reference to the problem of evil and suffering and arguments for and challenges to belief in God.
- say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies (with reference to diversity within Jewish faith and practices.)
- consider the challenges of belonging to a religion today with reference to own and other people's views on human nature and society, supporting those views with reasons and examples, with particular reference to evil and suffering.
- use reasoning and examples to express insights into own and others' views on questions about the meaning and purpose of life and the search for truth

By the end of year 10 students will know:

- Vocabulary, concepts and content associated with the GCSE units studied (Theme A, B, F, Hinduism: Beliefs and Teachings, Judaism: Beliefs and teachings)

By the end of year 10 students will be able to:

- Talk confidently about the content covered
- Form arguments supported with evidence, particularly from relevant religious sources
- Answer a range of exam questions on the content covered.

By the end of year 11 students will know:

- Vocabulary, concepts and content associated with the GCSE units studied (Theme C, D, E Hinduism: Practices, Judaism: Practices)

By the end of year 11 students will be able to:

- Talk confidently about the content covered
- Form arguments supported with evidence, particularly from relevant religious sources
- Answer a range of exam questions on the content covered.

By the end of year 12 students will know:

- Key concepts and ideas relating to Philosophy or Religion, Religion and Ethics and Buddhism

By the end of year 12 students will be able to:

- Talk confidently about the concepts covered
- Interpret sources to support points of view
- Select relevant ideas to answer a range of essay questions on the topics covered

By the end of year 13 students will know:

- Key concepts and ideas relating to Philosophy or Religion, Religion and Ethics and Buddhism

By the end of year 13 students will be able to:

- Talk confidently about the concepts covered
- Interpret sources to support points of view
- Select relevant ideas to answer a range of essay questions on the topics covered

Homework

At KS3, homework is set according to the homework timetable and will include a variety of activities linked to the curriculum including: Researching/wider reading, revising for tests, planning and preparing for assessment tasks.

At KS4, GCSE students are expected to consolidate notes and prepare revision materials, research/wider reading including of current affairs linked to the course, as well as revising and preparing for tests.

At KS5, students are expected to consolidate notes and prepare revision materials, research/wider reading including of current affairs linked to the course, as well as revising and preparing for assessment essays. In addition to set reading, students are also expected to read around the subject independently.

Quality assurance to assess and monitor impact

The department monitors and reflects on the quality and impact of its delivery of the curriculum by participating in the whole school Quality Assurance programme. Feedback is discussed by the HOD and SLT at Line manager meetings. Ideas are then fed back to the department by the HOD.

In addition to this, the department carries out its own Quality Assurance programme with pupil questionnaires, work scrutiny and moderation discussions. Given that we are a small department, often our discussions are informal and 'in the moment'. This enables us to share and act on our experience and best practice in a timely manner.

Formal reflection and evaluation occur towards the end of the year in 'Summer release time' where more significant changes can be explored and made in readiness for the next academic year.

Tracking/progress

At KS3, the department rubrics shared with students on Microsoft Teams to mark students' work. These marks feed into a departmental overview sheet, allowing the HOD to monitor marking and progress.

At KS4 and KS5 groups are generally smaller. Test and assessment scores are kept on a departmental spreadsheet to enable HoD to monitor progress across all units. They will regularly discuss those with individual students. Timed essays/practice questions are marked using exam board mark schemes as feedback sheets. This enables both staff and students to easily see progress in relation to exam criteria. Students are given opportunity to reflect and set targets following each timed essay/practice question.

Outcomes/destinations

Even though our exam classes may be small, it is not uncommon for one or two students each year to go on to study religion/philosophy at university including highly regarded Russell Group courses such as at SOAS. Some students have gone on to pursue their studies at Master's level.

Student Voice

The Religious Studies department values every student's voice. We listen to students' ideas in lessons and they know they can always come to ask or share something with us outside of lessons. We aim to work with students to set appropriate deadlines, being mindful of their workloads. We also seek their ideas and feedback when it comes to reviewing and updating schemes of learning.

Enriching the curriculum: extracurricular links

The department has good links with the University of Bristol Department of Religion and Theology which supports both the work of students and that of staff in developing their knowledge and practice.

The Department has organised very successful 'Buddhist Studies' conference days for A level student across the city and has participated in conferences further afield such as at Taunton School.



2. CURRICULUM & ASSESSMENT OVERVIEW: KS 3 RELIGIOUS STUDIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY STAGE 3						
Year 7	<p>Topic(s): Ultimate Questions- thinking about God</p> <p>Assessment: Timed essay: "It makes more sense to see God as both transcendent and immanent." Do you agree?</p>	<p>Topic(s): Ultimate Questions- What happens when we die?</p> <p>Assessment: End of term Test – structured questions</p>	<p>Topic(s): Christianity and Modern life – making moral decisions</p> <p>Assessment: Test- structured questions</p>	<p>Topic(s): Christianity and modern life- Images of Jesus</p> <p>Assessment: Annotated poster/collage</p> <p>To what extent do images of Jesus portray his origins? Does it matter what Jesus looked like?</p> <p>Extension – Should we have images of Jesus?</p>	<p>Topic(s): Rites of Passage</p> <p>Assessment: KS3 exams</p>	<p>Topic(s): Rites of Passage</p> <p>Assessment: Presentations investigating ritual and symbolism in rites of passage in two different traditions – including double-bubble compare and contrast</p>
Year 8	<p>Topic(s): Women in Religion</p> <p>Assessment: Annotated Double bubble map: Compare and contrast the relative freedoms of women in British society with women in Islamic cultures. FoR Is any woman truly free?</p>	<p>Topic(s): Women in Religion</p> <p>Assessment: End of term Test – structured questions.</p>	<p>Topic(s): Buddhism</p> <p>Assessment: Test- structured questions</p>	<p>Topic(s): Buddhism</p> <p>Assessment: Wheel of life: Creative project/essay to explain the teachings of the Tibetan Wheel of life and evaluate its relevance in the modern world.</p>	<p>Topic(s): Spiritual Intelligence</p> <p>Assessment: KS3 exams</p>	<p>Topic(s): Spiritual Intelligence</p> <p>Assessment: Reflecting on Spiritual intelligence tasks</p>
Year 9	Topic(s):	Topic(s):	Topic(s):	Topic(s):	Topic(s):	Topic(s):

	<p>Introduction to ethics and philosophy of religion:</p> <p>Assessment:</p> <p>Structured questions</p>	<p>Introduction to ethics and philosophy of religion</p> <p>Assessment:</p> <p>Independent research and response: Choose a recent story from the news and evaluate whether ethical theories are helpful in deciding what to do.</p>	<p>Introduction to GCSE RS: Component 1: Beliefs, teachings and Practices – Judaism; philosophical and religious questions raised by the Holocaust.</p> <p>Assessment:</p> <p>Essay: ‘Suffering has no purpose’ Evaluate this statement...</p>	<p>Introduction to GCSE RS: Component 1: Beliefs, teachings and Practices – Judaism; philosophical and religious questions raised by the Holocaust.</p> <p>Assessment</p> <p>Judaism Mindmap</p>	<p>‘Weird and Wonderful religion’</p> <p>Assessment:</p> <p>Ks3 exam</p>	<p>‘Weird and Wonderful religion’</p> <p>Assessment:</p> <p>Group research and presentation:</p> <p>Research an example of an unusual or intriguing religious group/practice.</p>
--	---	--	---	---	--	--



2. CURRICULUM & ASSESSMENT OVERVIEW: KS 4 RELIGIOUS STUDIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY STAGE 4– Exam Board AQA						
Year 10	<p>Topic(s):</p> <p>Component 2: Religion and life</p> <p>Assessment(s):</p> <p>Mid unit test</p>	<p>Topic(s):</p> <p>Component 2: Religion and life</p> <p>Assessment(s):</p> <p>End of Unit test</p>	<p>Topic(s):</p> <p>Component 1: Beliefs, teachings and practices – Hinduism</p> <p>Assessment(s):</p> <p>End of Unit test</p>	<p>Topic(s):</p> <p>Component 2: Human Rights and Social Justice</p> <p>Assessment(s):</p> <p>Mid unit test</p>	<p>Topic(s):</p> <p>Component 2: Human Rights and Social Justice</p> <p>Assessment(s):</p> <p>End of unit test</p>	<p>Topic(s):</p> <p>Component 1: Beliefs, teachings and Practices - Judaism</p> <p>MOCK EXAM (OR Exemplar Assessments)</p>
Year 11	<p>Topic(s):</p> <p>Component 2: Relationships and families</p> <p>Assessment(s)::</p>	<p>Topic(s):</p> <p>Component 1: Beliefs, teachings and Practices - Judaism</p> <p>Assessment(s):</p> <p>End of unit test</p>	<p>Topic(s):</p> <p>Component 1: Beliefs, teachings and practices – Hinduism</p> <p>Assessment(s):</p> <p>End of unit test</p>	<p>Topic(s):</p> <p>Component 2: Religion, peace and conflict</p> <p>Assessment(s):</p> <p>End of unit test</p>	<p>Topic(s):</p> <p>Component 2: Religion, crime and punishment</p> <p>Assessment(s):</p> <p>End of unit test</p>	GCSE EXAMS



2. CURRICULUM & ASSESSMENT OVERVIEW: KS 5 RELIGIOUS STUDIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY STAGE 5 – Exam Board OCR						
Year 12	<p>Topic(s):</p> <p>Buddhism: Life of the Buddha, Key concepts: Four Noble Truths, three marks</p> <p>Philosophy: Ancient philosophical influences</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Buddhism: Key concepts: Karma, dependent origination, nibbana</p> <p>Philosophy: Soul, mind and body</p> <p>Ethics: Natural Law</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Ethics: What is 'Ethics'?</p> <p>Ethical theories: Situation ethics,</p> <p>applied ethics: Euthanasia</p> <p>Philosophy: Arguments based on observation</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Buddhism: Refuge and monasticism, : Mahayana Buddhism</p> <p>Philosophy: The problem of evil</p> <p>Ethics: Utilitarianism</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Ethics: Business Ethics</p> <p>Philosophy: arguments based on reason</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Revision</p> <p>MOCK EXAM (OR Exemplar Assessments)</p>
Year 13	<p>Topic(s):</p> <p>Buddhism: Pure Land, Madhyamaka and prajnaparamita</p> <p>Religious language: Negative, Analogical or Symbolic</p> <p>Ethics: Kantian Ethics</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Ethics: Sexual Ethics</p> <p>Philosophy: The nature or attributes of God</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Buddhism: Zen, Buddhism in the West</p> <p>Philosophy: Twentieth century perspectives and philosophical comparisons</p> <p>Ethics: Meta-ethical theories</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Ethics: Conscience</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	<p>Topic(s):</p> <p>Buddhism: Engaged Buddhism, Gender</p> <p>Assessment(s):</p> <p>Practice exam questions</p>	AL EXAMS

4. Feedback and Assessment system

In KS3, for each assessed task, students are given an assessment sheet detailing the task requirements, key words and success criteria. This information will also be available in Teams. Students are also given a Multi-flow map reflection tool' to assess their approach to the task/unit/activity and develop personal plans to make progress in the future.

Example of multi-flow map

REVISION AND PREPARATION
When did you start your revision? How often did you revise and how much (for each exam)? Be honest with yourself. What else did you do to ensure that you were prepared?

Name: _____ Date: _____
Topics I did well on:

REVISION TECHNIQUES
What revision techniques did you use? Why did you use these techniques?

PREVIOUS EBIS
What were the areas of improvement you had been given to work on in previous marked work (essays/exams etc) BEFORE this exam date, previous end of year exams?

Ks3 exams year ___
What was your personal target for this exam:
KS exam %:
Distance from Target grade:
Best question and why?
Favourite mistake and why?
What I am doing well overall and why:

ANALYSIS OF RESULTS
Red Hat thinking – What is your gut reaction to your result?
Which of your revision techniques worked well? Which didn't work well?

EBIS
What are your key EBIs (look in particular for those which are repeated, or which are having the most impact)?

MOVING FORWARDS
What actions are YOU going to take to move forwards?

Topics I did poorly on:

GGR: reflecting on performance and how to improve

Focus



Religious Studies Assessment

Task: Timed essay: "It makes more sense to see God as both transcendent and immanent." Do you agree?

RS Skills: AT1 a, b, c

Literacy Focus: SPAG

Keywords/key ideas to use =

Transcendent

Immanent

Guru Granth Sahib

Guru Nanak

Mool Mantra

Eternal/ infinite

Ultimate being

Omniscient

Omnipotent

Benevolent

(You may not cover all these words during lesson time, you should try to research some of them to enhance your work.)

Success criteria:

Grade 1-2

Different ideas about god stated, with some description.

Mostly accurate use of key terms

Reference to religious teachings made but not fully utilised.

Opinion stated as to which approach you think is best.

Grade 3-4

Different ideas about god described, with an attempt at explanation.

Accurate use of key terms

Reference to religious teachings made and utilised to support points.

Opinion given, with some justification, as to which approach you think is best.

Grade 5-6

Different ideas about god described and successfully explained.

Accurate use of key terms

Reference to religious teachings made and utilised to support points.

Opinion given, with more than one reason to justify views.

An awareness of other points of view.

Some evidence of independent study.

Grade 7-8

Different ideas about God clearly explained with appropriate examples from religions.

A range of responses given to the statement from religious and non-religious perspectives.

Depth of understanding, and some awareness of the implications of the ideas will be demonstrated.

Clear evidence of independent study.



Religious Studies Assessment

Task: Annotated poster/collage

To what extent do images of Jesus portray his origins? Does it matter what Jesus looked like?

Extension – Should we have images of Jesus?

RS skills: AT1 a, c AT2 e

Literacy focus: PEE (point, evidence, evaluation)

Questions to address/research

- What do we know about who Jesus really was, his cultural and religious background?
- What qualities of God do the images of Jesus portray (eg. Transcendence, immanence, omnipotence, omniscience, benevolence)?
- What do different sorts of paintings of Jesus teach Christians about their faith?
- Should the Church agree a standard image of Jesus?
- *Are there boundaries that should not be crossed in the way that Jesus is portrayed? (stretch & challenge)*
- *Some faiths don't allow images/representations of God. Why? Should Christianity be the same? (stretch & challenge)*

Success criteria:

Grade 1/2:

Limited range of images included

Description of what they show/represent.

Personal preferences for particular images stated

Grade 3/4:

A range of different images included.

Annotations will describe basic differences between them.

Some of the set questions attempted.

Some accurate use of religious vocabulary.

Reasons given why different people might favor certain images.

Grade 5/6:

Reflection on a range of different images of Jesus.

Annotations include a range of religious vocabulary suggesting reasons for similarities and difference in the way different people/cultures understand Jesus.

Comment on the meaning and value of such images for believers and non-believers.

Set questions will have been addressed with some skill.

Stretch and challenge questions attempted

Grade 7/8 :

In addition you will demonstrate how key Christian teachings are reflected in imagery and iconography of Jesus and reflected on the meaning, value and significance of such images for believers and non-believers. You will have addressed successfully at least one of the stretch and challenge questions.



Religious Studies Assessment

Task: Annotated double-bubble map: Compare and contrast the relative freedoms of British women with women from Islamic cultures. FoR: Is any woman truly free?

- Refer to Islamic teachings and concepts
- Give details showing the particular freedoms of women in either situation
- Give details showing the particular challenges faced by women in either situation
- Clearly show where challenges/freedoms overlap
- Consider the frame of reference question in detail

RS Skills: AT1 a,b,c AT2 d, f

Literacy focus: Connectives.

Keywords:

hijab,	burka, prejudice,	fear,
freedom,	choice,	
peer pressure,	cultural differences	
oppression,	discrimination,	
gender roles,	expectation,	
exploitation,	stereotypes,	

Success criteria:

Grade 1/2:

You will have demonstrated limited awareness of different perspectives, or your work may be one-sided. Little or no reference to religious teachings. Your use of class resources may be limited.

Grade 3/4:

You will have demonstrated some awareness of different perspectives with reference to contemporary media.

Some use of class resources.

By referring to Islamic texts you will have made links between beliefs and teachings showing how they are connected with people's lives.

Grade 5/6:

You will have demonstrated awareness and understanding of a variety of perspectives with reference to contrasting contemporary media.

You will have drawn on the resources used in lessons, and other sources, to help support your presentation of views.

You will have demonstrated understanding of how and why people might choose to express their faith in different ways by showing how contrasting Islamic texts/traditions might be interpreted.

Grade 7/8:

You will have provided a balanced and in-depth map, demonstrating a wider understanding of the issues and their implications through discussion of multiple contemporary media sources and multiple religious references.

You will have clearly used the class resources and other sources to support your ideas. You will demonstrate some reflection as to how these issues affect you.



Religious Studies Assessment

Task: Annotated poster/Essay “The Tibetan wheel of life is full of outdated symbolism that is of no use in the modern world.” Evaluate this statement. In your answer you should:

- Refer to Buddhist teachings and concepts
- Give detailed arguments to support this statement
- Give detailed arguments to support a different point of view
- Reach a justified conclusion.

Key words:

Wheel of Life

Six realms

Karma

Greed

Hatred

Delusion

Dukkha

Anicca

Anatta

Dependent Origination

Literal understanding v psychological understanding

Value of human life

Success criteria:

Grade 1/2:

You will have demonstrated limited awareness of different points of view, or your work may be one-sided. You may have attempted to connect religious teachings about the wheel of life to people's lives.

Grade 3/4:

You will have demonstrated some awareness of different points of view. You will have made links between beliefs and teachings about the wheel of life, showing how they are connected to people's lives.

Grade 5/6:

You will have demonstrated understanding of arguments for and against the statement. You will have drawn on the class discussions and other sources to help support your arguments. You will have demonstrated understanding of how and why people might understand the Wheel of Life in different ways.

Grade 7/8:

You will have provided a balanced and in depth account demonstrating a wider understanding of the issue and its implications. You will have clearly used the class discussions and other sources to support your ideas. You will have demonstrated developed understanding of how and why people might understand the Wheel of Life in different ways.



Religious Studies Assessment

Title: **Case study into the ethics of a contemporary moral issue**

Choose a moral/ethical issue from the recent news. Do any of the ethical theories we have studied help us to know what is the right thing to do.

RS skills: AT2 e, f

Literacy focus: PEE- point, evidence, evaluate

Keywords/key ideas:

Ethics
Morality
Divine Command Theory
Virtue Theory
Utilitarianism
Situation Ethics

Success criteria:

Grade 2-3: You will have shown limited awareness of the implications of your ethical situation. You will have shown some awareness of how one or more ethical theories could be applied in terms of right conduct and/or pursuit of new knowledge/technologies and suggested which you prefer, giving some reasons.

Grade 4-5: You will have shown awareness of the implications of your ethical situation. You will have shown how more than one ethical theory could be applied in terms of right conduct and/or pursuit of new knowledge/technologies and suggested which you prefer, giving clear reasons.

Grade 6-7: You will have considered various implications of your ethical situation. You will have evaluated the value of more than one ethical theory in guiding us in terms of right conduct and/or pursuit of new knowledge/technologies.

Grade 8-9: You will have considered in detail the various implications of your ethical situation. You will have carefully evaluated the value of various ethical theories in guiding us in terms of right conduct and/or pursuit of new knowledge/technologies.



Religious Studies Assessment

Title: 'There is no purpose to suffering' Evaluate this statement.

In your answer you should: • refer to religious teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion (**Timed essay**)

RS skills: AT2 e, f

Literacy focus: PEE- point, evidence, evaluate

Keywords/key ideas:

SUFFERING

PHYSICAL/MENTAL PAIN

MORAL EVIL

NATURAL EVIL

GOD

IGNORANCE

SELFISHNESS

RESPONSES TO SUFFERING

SHADOWLANDS

JACK'S LIFE – how it changes and how his view on suffering develops

YOUR OWN EXPERIENCES – how relevant are Jack's experiences to your experience of suffering?

THE WORLD TODAY

Success criteria:

Grade 2-3: You will have outlined some possible causes of different kinds of suffering. Some responses to suffering will have been mentioned but not developed explored. A very limited use of Shadowlands and your own experience will have been demonstrated. (L1)

Grade 4-5: You will have outlined some possible causes of different kinds of suffering and included some reference whether any of these might have a purpose. Some responses to suffering will have been mentioned but not developed fully. A limited use of Shadowlands and your own experience will have been demonstrated. (L2)

Grade 6-7: You will have detailed some possible causes of different kinds of suffering and considered whether any of these might have a purpose. You will have considered a variety of responses to different sorts of suffering and make use of examples from Shadowlands and your own experience to make your point. (L3)

Grade 8-9: In addition, you will have written a wider ranging piece evaluating your ideas and providing alternatives. You may bring in ideas from a variety of religious traditions. Your writing will have been deeper and more reflective. (L4)



Religious Studies Assessment

Task: Research an example of an unusual or intriguing religious group/practice.

Find out who, what, where, when, (how) and try to think about why.

Produce an A4 leaflet with the main findings of your research and a short oral presentation. This may be supported by use of 'slides'.

RS skills: AT1 a, b, c AT2 d, e, f

Literacy focus: key words, oral skills

Keywords/key ideas:

Success Criteria

Grade 2-3: Your information and/or leaflet provide limited information about your example of religious practice. Not all elements of the research will have been completed. Your oral presentation may lack some clarity.

Grade 4-5: Your information and/or leaflet provide basic information about your example of religious practice. All elements of the research will have been attempted. Your oral presentation may lack some clarity.

Grade 6-7: Your information and/or leaflet provide good information about your example of religious practice. All elements of the research will have been completed. Your oral presentation will be clear and confident.

Grade 8-9: Your information and/or leaflet provide good, detailed information about your example of religious practice. All elements of the research will have been completed and demonstrate insight and good independent study skills. Your oral presentation will be very well polished.

GCSE ASSESSMENT

At KS4 students work with GCSE style questions, using exam board mark schemes. These questions may be peer assessed in addition to teacher feedback. Students then have the opportunity to reflect on their learning and progress and set targets for improvement.

Aims

- develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community

Assessment Objectives (AQA)

- **AO1: Demonstrate knowledge and understanding of religion and beliefs including:**
 - beliefs, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and beliefs.
- **AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.**

Assessment objectives (AOs)	Component weightings (%)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	25	25	50
AO2	25	25	50
Overall weighting of components	50	50	100

GCSE RELIGIOUS STUDIES ASSESSMENT FEEDBACK

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level “ if there is no reference to religion.	4-6
1	Point of view with reason(s) stated in support	1-3
0	Nothing worthy of credit.	0

A LEVEL ASSESSMENT

At KS5 students work with A level style questions using the exam board mark schemes.

Students then have the opportunity to reflect on their learning and progress with regard to the exam expectations & mark schemes, and set targets for improvement.

Aims

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study

Assessment Objectives (OCR)

AO1	Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"> • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief 	40%
AO2	Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	60%

AO weightings

Component	% of overall A level in Religious Studies (H573)	
	AO1	AO2
Philosophy of religion (H573/01)	13.3	20
Religion and ethics (H573/02)	13.3	20
Developments in religious thought (H573/03–07)	13.3	20
Total	40	60

REVISION AND PREPARATION
 When did you start your revision? How often did you revise and how much (for each exam)? *Be honest with yourself.* What else did you do to ensure that you were prepared?

REVISION TECHNIQUES
 What revision techniques did you use? Why did you use these techniques?

PREVIOUS EBI'S
 What were the areas of improvement you had been given to work on in previous marked work (essays/exams etc) BEFORE this exam e.g. end of year 12?

Name:

Date:

Topics I did well on:

Yr13 Mock RESULTS
Your personal Year 13 Target:
Overall mock % and grade:
Philosophy mark: / 80
Ethics mark: / 80
Buddhism mark: / 80
Distance from Target grade:
 Best question and why?
 Favourite mistake and why?
 What I am doing well overall and why:

Topics I did poorly on:

ANALYSIS OF RESULTS
 Red Hat thinking?
 Which of your revision techniques worked well? Which didn't work well?

EBIs
 What are your key EBIs (look in particular for those which are repeated, or which are having the most impact)?

MOVING FORWARDS
 What actions are YOU going to take to move forwards?