

<h1>Year 9</h1> <h2>Religious Studies</h2>			
1 Evaluation: Christian Beliefs & Teachings (afterlife)	<ul style="list-style-type: none"> Simple single sided response to the statement. Undeveloped or unsupported reason for a single viewpoint. Unsecure knowledge of Christian belief in resurrection. 	<ul style="list-style-type: none"> A simple double sided response to the statement. Reasons offered are supported with some evidence. P.EG.EX. Has been used reasonably well in the response. Developing knowledge of Christian belief in resurrection. 	<ul style="list-style-type: none"> Both sides of the argument are explored fairly and comprehensively. knowledge of Christian beliefs and teachings is secure and are used as evidence. Material applied to the question is logical, coherent, and builds towards a sound conclusion.
2 Knowledge Christian Beliefs & Teachings (Topic Assessment)	<ul style="list-style-type: none"> Recall of knowledge was limited. Explanation of the relevance of the knowledge applied was undeveloped. Evaluation of concepts was underdeveloped. 	<ul style="list-style-type: none"> Recall of knowledge was reasonable. Explanation of the relevance of the knowledge applied was insecure but present. Evaluation of concepts was simple but present taking the form of a 'for and against'. 	<ul style="list-style-type: none"> Recall of knowledge was secure. Explanation of the relevance of the knowledge applied was secure. Evaluation of concepts was secure showing linkage between material selected and applied and used to produce a logical conclusion.
3 Evaluation: Christian Practices (Sacraments)	<ul style="list-style-type: none"> Simple single sided response to the statement. Undeveloped or unsupported reason for a single viewpoint. Unsecure knowledge of diversity of religious approaches found in the UK to forms of punishment 	<ul style="list-style-type: none"> A simple double sided response to the statement. Reasons offered are supported with some evidence. P.EG.EX. Has been used reasonably well in the response. Developing knowledge of diversity of religious approaches to forms of punishment. 	<ul style="list-style-type: none"> Both sides of the argument are explored fairly and comprehensively.. knowledge of the diversity of religious approaches to forms of punishment is secure and is used as evidence. Material applied to the question is logical, coherent, and builds towards a sound conclusion.
4 Knowledge Christian Practices (Topic Assessment)	<ul style="list-style-type: none"> Recall of knowledge was limited. Explanation of the relevance of the knowledge applied was undeveloped. Evaluation of concepts was underdeveloped. 	<ul style="list-style-type: none"> Recall of knowledge was reasonable. Explanation of the relevance of the knowledge applied was insecure but present. Evaluation of concepts was simple but present taking the form of a 'for and against'. 	<ul style="list-style-type: none"> Recall of knowledge was secure. Explanation of the relevance of the knowledge applied was secure. Evaluation of concepts was secure showing linkage between material selected and applied and used to produce a logical conclusion.
5 Evaluation: Islamic Beliefs and Teachings (Qur'an & Shariah)	<ul style="list-style-type: none"> Simple single sided response to the statement. Undeveloped or unsupported reason for a single viewpoint. Unsecure knowledge of diversity of Christian approaches to forms of worship. 	<ul style="list-style-type: none"> A simple double sided response to the statement. Reasons offered are supported with some evidence. P.EG.EX. Has been used reasonably well in the response. Developing knowledge of diversity of Christian approaches to forms of worship. 	<ul style="list-style-type: none"> Both sides of the argument are explored fairly and comprehensively. knowledge of diversity of Christian approaches to forms of worship is secure. Material applied to the question is logical, coherent, and builds towards a sound conclusion.