



SHFGS Assessment Criteria: Y9 Religious Studies

Level Descriptor	B Below SHFGS Standard	W Workings Towards SHFGS Standard	E SHFGS Expected Standard	A Above SHFGS Expected Standard	O Outstanding
Strands					
Strand 1 Learning about religion (knowledge)	Poor knowledge and understanding of belief, practices and sources of authority.	Some knowledge and understanding of belief, practices and sources of authority.	Secure knowledge and understanding of belief, practices and sources of authority.	Good knowledge and understanding of belief, practices and sources of authority.	Detailed knowledge and understanding of belief, practices and sources of authority.
Strand 2 Learning from religion (Religious Studies skills and communication)	<p>Enquiry: Asks thoughtful questions and can extract relevant information from available sources</p> <p>Empathy: Able to see the world through the eyes of others</p> <p>Interpretation: Can suggest clear meaning from religious language and text.</p> <p>Evaluation: Analyses reasons why people think and act on their belief.</p>	<p>Enquiry: Asks creative and thoughtful questions and can extract relevant information from different sources.</p> <p>Empathy: Able to consider the thoughts, feelings, experiences, attitudes beliefs and values of others and draw on these effectively.</p> <p>Interpretation: Can draw meaning from rituals, works of art, poetry and symbolism, as well as religious language and text.</p> <p>Evaluation: Analyses religious beliefs and the way</p>	<p>Enquiry: Asks creative and thoughtful questions and can extract relevant information from a range of independently collected sources</p> <p>Empathy: Able to consider the thoughts, feelings, experiences, attitudes beliefs and values of others and draw on these to effectively to see issues from others' world view.</p> <p>Interpretation: Can draw some meanings from rituals, works of art, poetry and symbolism, as well as religious language and text.</p> <p>Evaluation: Analyses similarities and differences in how people act between religions exploring the</p>	<p>Enquiry: Asks independently driven questions and can extract relevant information from independently researched sources.</p> <p>Empathy: Able to consider the thoughts, feelings, experiences, attitudes beliefs and values of others and draw on these to effectively see issues from their world view.</p> <p>Interpretation: Can draw a broad range of meanings from rituals, works of art, poetry and symbolism, as well as religious language and text.</p> <p>Evaluation: Analyses similarities and differences in how people act within a religion, between religions and throughout</p>	<p>Enquiry: Asks independently driven questions and can extract relevant information from wider reading and deep research.</p> <p>Empathy: Able to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others and draw on these to effectively to see issues from their world view.</p> <p>Interpretation: Can draw a broad range of meanings from rituals, works of art, poetry and symbolism, as well as religious language and text and can interpret these showing understanding and insight.</p> <p>Evaluation: Analyses similarities and differences in how people act within a religion, between religions and throughout</p>

	<p>Argument: Basic attempt at justifying a viewpoint</p> <p>Personal development: Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others</p> <p>Making links: Can make links between belief and the actions of individuals in the modern world</p>	<p>people might think and act based on these beliefs.</p> <p>Argument: Sustained and justified argument.</p> <p>Personal development: Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others.</p> <p>Making links: Can make links between belief and the actions of individuals in the modern world, showing an appreciation of why people choose to act on their beliefs</p>	<p>strengths and weaknesses of different viewpoints.</p> <p>Argument: A well sustained and justified argument.</p> <p>Personal development: Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others. An increasingly coherent self-concept in relation to ideas and beliefs about what it means to be a person.</p> <p>Making links: Can make links between belief and the actions of individuals in the modern world, showing an appreciation of why people from different backgrounds choose to act on their beliefs</p>	<p>denominations exploring the strengths and weaknesses of different viewpoints.</p> <p>Argument: A very good attempt at sustaining an argument with careful analysis of evidence</p> <p>Personal development: Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others. A coherent self-concept in relation to ideas and beliefs about what it means to be a person.</p> <p>Making links: Can make links between belief and the actions of individuals in the modern world, showing an appreciation of why people from different denominations choose to act on their beliefs</p>	<p>denominations and can evaluate the influence these beliefs have on groups and individuals showing understanding and insight into the strengths and weaknesses of different viewpoints.</p> <p>Argument: An excellent attempt at sustaining an argument with sensitive critical analysis of evidence.</p> <p>Personal development: Recognises a realistic and positive sense of own religious, moral and spiritual ideas and confident to share ideas about belief and personal identity with others. A coherent self-concept in relation to ideas and beliefs about what it means to be a person.</p> <p>Making links: Can independently draw links between belief and the actions of individuals in the modern world, showing an appreciation of why people from different backgrounds and denominations choose to act on their beliefs</p>
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