The Grange School KS3 Progress Step Descriptors – Religious Studies

Religious Studies	Descriptors
Progress Step T	***Pupils are working towards levels.*** • They may write simple lists and may express an opinion.
Progress Step 1	***Pupils don't always write in full sentences, their spelling can be poor as can their punctuation and grammar.*** • Pupil answers tend to be disorganised especially when it comes and they tend to just state points rather than explain them and so write very little. • They will make general statements with very little discussion of religious concepts. • They will combine all religious believers together and make out they all think the same way about issues. • They answer in a general way with little focus on the question/topic and hardly any reference to religion
Progress Step 2	***Pupils will informal language and make quite a few spelling, punctuation and grammatical mistakes. They will write in paragraphs and are beginning to use connecting phrases to link up ideas but can be disorganised and in a unclear way.*** • When asked to explain they will tend to just describe without giving reasons or examples, they may discuss one or two relevant religious ideas but the answers are lacking in enough detail. • Pupils may confuse the different religious viewpoints and sometimes mistake what they each believe. • Pupils will give their opinion but don't really give evidence and do not compare their views with those of others. • Pupils will write generally about the topic mentioned in the questions but do not actually answer the specific question asked. • Pupils describe similarities and differences of belief and practice within and between Christianity and three different religions and show how this influence the lives and individuals and communities. • Pupils can use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs. • Pupils identify important similarities, differences, strengths, weaknesses within and between religions. • Pupils can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples
Progress Step 3	***Pupils are now beginning to use formal vocabulary and are generally accurate in their spelling, punctuation and grammar. They use paragraphs, introductions and conclusions quite effectively although they don't fully organise their answer.*** • Pupils use developed reasons for & against supported by examples and religious beliefs or give simple facts. • Pupils will show awareness of the religious context. • Pupils can discuss one or two relevant religious ideas in their answers offering some relevant information but without detail and may not fully explore the different religious views on the issue. • Pupils show a limited awareness that there are differences within religious beliefs as well as between religious beliefs. • Pupils describe similarities and differences of belief and practice within and between Christianity and three different religions and show how this influence the lives and individuals and communities. • Pupils recognise different sources of inspiration and influence on peoples lives and can discuss the positive and negative impact these might have on individuals and communities. • Pupils can explain and interpret different forms of religious and spiritual expression. • Pupils explain different interpretations of religious and non-religious beliefs and research perspectives on issues and ideas.

The Grange School KS3 Progress Step Descriptors – Religious Studies

Progress Step 4	***Pupil are beginning to use religious terminology and vocabulary, mostly accurately too, they will answer in paragraphs in logical order and answers are quite well organised.*** • Pupils can explain and explore the issue from a variety of religious viewpoints e.g. liberal, Roman Catholic, Sikhs and so on, using connectives like "because, therefore, this meant that..." • They can discuss relevant religious ideas/ examples in their answer but they are not always discussed in enough detail. • Pupils can give developed reasons for and against supported by examples, evidence, and religious beliefs. • Pupils can also explain similarities, differences, and strengths, weaknesses of several opinions within and between religions. • Pupils use religious and philosophical language and concepts to explain religious beliefs, practices, and values, including differences within religions and similarities shared across religions and non-religious worldview. • Pupils consider different responses to and insight about questions of identity, meaning and purpose and value found in Christianity and other faiths and non-religious worldviews, arguing their own views in the light of this. • Pupils can explain some challenges of living in a multi faith and belief society and the impact of commitment on the lives of individuals and communities.
Progress Step 5	***Pupils can state their points clearly and relevantly and each one is linked back to the question showing that they can understand what is being asked, there is organisation to their work. They use formal vocabulary well and spell and punctuate with accuracy although do sometimes make the odd mistake.*** • Pupils can use developed reasons for and against supported by examples, evidence, religious teachings or quotations. • They will explain throughout their answer and are beginning to evaluate the impact/significance of key religious ideas/concepts. • Pupils use relevant, detailed and accurate examples in the answers and are beginning to use specific religious terms (e.g. sanctity) in their explanations. • Pupils are aware that religious believers hold different views on certain issues and are able to explain the differences between these views. • Pupils are starting to critique these views, sources and religious texts. • They can explain the influence and impact of religious and social factors when discussing ethical issues. • Pupils can give a balanced argument, including their own further learning or research in their responses. • Pupils will use a wide range of language, ideas, approaches, and methods to analyse and demonstrate a broad understanding of religions and beliefs and their significance in modern society. • Pupils can pull together evidence and insights from religions and other disciplines to explore what it means to be human.
Progress Step 6	***Pupils make their points clearly and relevantly and the judgements made show evidence that they have clear understanding of the question. Pupils will spell, punctuate and use the rules of grammar with considerable accuracy.*** • Pupils use developed reasons for and against supported by examples, evidence, religious teachings or quotations in their responses. • They can evaluate the similarities, difference, strengths, weaknesses of several opinions within and between religions and denominations. • The pupil can give a reasoned argument including the impact and significance of social and historical factors which could affect different religious views. • They have a clear and analytical approach to the topics and concepts. • The pupils' conclusions are arrived at with clear judgment and are fully supported. • The pupils show that they have further researched the different views and can offer critical analysis of these views, sources and religious texts. • Pupils can explain how different interpretations of religious and non-religious views may be brought together to share insights about meaning, purpose and value. • Pupils can relate a wide range of perspectives from religions and non-religious worldviews to contemporary social and moral issues, demonstrating understanding of the diversity of views within and between them. • Pupils arrive at independent conclusions based on research into and evidence about religion and belief and their impact, positive and negative, on communities and society.