

Year 8 Religious Studies					
	Embarking	Emerging	Developing	Securing	Mastering
Knowledge: Signs and symbols Leaders and messengers Holy books Places of Worship Festivals Moral and ethical issues	<ul style="list-style-type: none"> Limited knowledge and understanding of belief, practices and sources of authority. Answers show knowledge of basic information and simple understanding. Answers are poorly organised, with almost no specialist terms and their use, demonstrating a general lack of understanding of their meaning. 	<ul style="list-style-type: none"> Some knowledge and understanding of belief, practices and sources of authority. Answers show some knowledge of basic information and clear understanding. The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately. 	<ul style="list-style-type: none"> Increasingly developed knowledge and understanding of belief, practices and sources of authority. Answers show a good knowledge and clear understanding. The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately and some detail is given. 	<ul style="list-style-type: none"> Good knowledge and understanding of belief, practices and sources of authority. Answers show a high level of knowledge, which is appropriately contextualised. Answers are coherent and in an organised, logical sequence, containing a range of appropriate or relevant specialist terms, usually used accurately. 	<ul style="list-style-type: none"> Detailed knowledge and understanding of belief, practices and sources of authority. Answers show an extremely high level of knowledge, which is appropriately contextualised. Answers are coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
Learning from religion	<ul style="list-style-type: none"> Enquiry: Asks thoughtful questions and can extract relevant information from available sources Empathy: Able to see the world through the eyes of others Interpretation: Can suggest clear meaning from religious language and text. Argument: Basic attempt at justifying a viewpoint 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. 	<ul style="list-style-type: none"> Enquiry: Asks creative and thoughtful questions and can extract relevant information from different sources. Empathy: Able to consider the thoughts, feelings, experiences, attitudes beliefs and values of others and draw on these effectively. Interpretation: Can draw meaning from rituals, works of art, poetry and symbolism, as well as religious language and text. Argument: Sustained and justified argument. 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. 	<ul style="list-style-type: none"> Enquiry: Asks creative and thoughtful questions and can extract relevant information from a range of independently collected sources Empathy: Able to consider the thoughts, feelings, experiences, attitudes beliefs and values of others and draw on these to effectively see issues from others' world view. Interpretation: Can draw some meanings from rituals, works of art, poetry and symbolism, as well as religious language and text. Argument: A well sustained and justified argument. 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. 	<ul style="list-style-type: none"> Enquiry: Asks independently driven questions and can extract relevant information from independently researched sources. 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. Interpretation: Can draw a broad range of meanings from rituals, works of art, poetry and symbolism, as well as religious language and text. Argument: A very good attempt at sustaining an argument with careful analysis of evidence 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. 	<ul style="list-style-type: none"> Enquiry: Asks independently driven questions and can extract relevant information from wider reading and deep research. 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. 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. Argument: An excellent attempt at sustaining and argument with sensitive critical analysis of evidence. 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.