### 8.1 Morality & Values

8 En	8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.		
•	Attempt to describe an idea using simple vocabulary.	٠	I can give one example of where humans get their morals from.
•	Some awareness of the purpose and audience.	٠	I can briefly describe the Trolley Problem.
•	Some use of paragraphs.	•	I can briefly describe the Golden Rule.
•	Some evidence of basic spelling, punctuation and	•	I can give an opinion whether the 10 Commandments are
	vocabulary.		relevant or irrelevant.
8 De	eveloping: A range of KS3 skills are starting to be develop	ped.	
•	Clear ideas using varied vocabulary.	٠	I can give two examples of where humans get their morals from.
•	Increasingly relevant to the audience.	•	I can describe the Trolley Problem.
•	Some linked and relevant ideas.	•	I can describe the Golden Rule.
•	Increased use of paragraphs.	•	I can describe a point of view on whether the 10
•	Some punctuation is used accurately.		Commandments are relevant or irrelevant.
•	Some accurate spelling of more complex words.		a such shills and be and she in familian as she to
	cure: The student is using subject specific vocabulary ar		
•	Communication is clear.	•	I can give two examples of where humans get their morals from,
•	Relevant to the audience.		describing what one of them means.
•	Writing has a range of connected ideas.	•	I can explain the Trolley Problem. I can describe in detail what the Golden Rule is.
•	Usually clear paragraphs. Range of punctuation is used successfully.		I can describe both points of view on whether the 10
•	Generally accurate spelling.	•	Commandments are irrelevant.
•	Correct and ambitious vocabulary.		
		l tand	and can apply all the expected skills and knowledge for that year
	ip in challenging contexts. The use subject specific vocal		
•	Communication is consistently clear and effective.	•	I can describe in detail where humans get their morals from.
•	Communication well matched to purpose, audience	•	I can explain the Trolley Problem, linking this to the theory of
	and form.		utilitarianism.
•	Writing is engaging with a range of connected ideas.	٠	I can explain what the Golden Rule is, touching upon how it is
•	Paragraphs are consistently coherent.		evident in other religions.
•	Wide range of punctuation is used.	•	I can explain both points of view on whether the 10
•	Increasingly sophisticated use of vocabulary.		Commandments are irrelevant. Using some evidence to
			support.
			d and can apply all the expected skills and knowledge for that
year	group in challenging contexts. The use subject specific		
•	Communication is consistently clear and effective.	•	I can explain where humans get their morals from, explaining
•	Communication well matched to purpose, audience and form.		what innate and conscience means. I can explain the Trolley Problem, linking this to the theory of
•	Writing is engaging with a range of connected ideas.	•	utilitarianism and mentioning Jeremy Bentham.
•	Paragraphs are consistently coherent.	•	I can explain what the Golden Rule is, explaining two reasons
•	Wide range of punctuation is used.		how it is similar in across religions.
•	Increasingly sophisticated use of vocabulary.	•	I can explain both points of view on whether the 10
			Commandments are irrelevant. Using some evidence to
			support. I can reach a conclusion on this issue.
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### 8.2 Environmental Ethics

8 E	8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.		
•	Attempt to describe an idea using simple vocabulary.	• I can give an opinion on whether humanity has ruined God's	
•	Some awareness of the purpose and audience.	perfect world with greed and selfishness.	
•	Some use of paragraphs.		
•	Some evidence of basic spelling, punctuation and		
	vocabulary.		
8 D	eveloping: A range of KS3 skills are starting to be develo	ped. KS3 vocabulary and knowledge are improving.	
٠	Clear ideas using varied vocabulary.	• I can describe one point of view on whether humanity has	
•	Increasingly relevant to the audience.	ruined God's perfect world with greed and selfishness.	
•	Some linked and relevant ideas.		
•	Increased use of paragraphs.		
•	Some punctuation is used accurately.		
•	Some accurate spelling of more complex words.		
8 Se	ecure: The student is using subject specific vocabulary ar	nd can apply skills and knowledge in familiar contexts.	
•	Communication is clear.	• I can describe one point of view on whether humanity has	
•	Relevant to the audience.	ruined God's perfect world with greed and selfishness, as well	
•	Writing has a range of connected ideas.	as acknowledging another point of view.	
•	Usually clear paragraphs.		
•	Range of punctuation is used successfully.		
•	Generally accurate spelling.		
•	Correct and ambitious vocabulary.		
8 N		tand and can apply all the expected skills and knowledge for that	
	r group in challenging contexts. The use subject specific		
•	Communication is consistently clear and effective.	I can explain both points of view on whether humanity has	
•	Communication well matched to purpose, audience	ruined God's perfect world with greed and selfishness.	
	and form.		
•	Writing is engaging with a range of connected ideas.		
•	Paragraphs are consistently coherent.		
•	Wide range of punctuation is used.		
•	Increasingly sophisticated use of vocabulary.		
9 Ei	merging: The student has demonstrated that they under	stand and can apply all the expected skills and knowledge for that	
yea	r group in challenging contexts. The use subject specific	vocabulary accurately and with confidence.	
٠	Communication is consistently clear and effective.	• I can explain two points of view on whether humanity has	
•	Communication well matched to purpose, audience	ruined God's perfect world with greed and selfishness, as well	
	and form.	as reaching my own conclusion.	
•	Writing is engaging with a range of connected ideas.		
•	Paragraphs are consistently coherent.		
•	Wide range of punctuation is used.		
•	Increasingly sophisticated use of vocabulary.		
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### An exploration into the History of Christianity – Key Events & Figures

8 E	8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.		
•	Attempt to describe an idea using simple vocabulary.	•	I can give an example/fact about Christianity. I am not too sure
•	Some awareness of the purpose and audience.		what a denomination is.
•	Some use of paragraphs.	٠	I can give an example of what an individual in the history of
•	Some evidence of basic spelling, punctuation and		Christianity did (Nero, Constantine, St Paul etc)
	vocabulary.	٠	I can give another example of what an individual in the history
			of Christianity did (Nero, Constantine, St Paul etc)
		•	I can give an opinion on who had the biggest impact on
0 ח	eveloping: A range of KS3 skills are starting to be develop	204	Christianity.
•	Clear ideas using varied vocabulary.	•	I can give some facts about Christianity and attempt to describe
•	Increasingly relevant to the audience.	•	what a denomination is.
•	Some linked and relevant ideas.	•	I can describe what an individual in the history of Christianity
•	Increased use of paragraphs.		did (Nero, Constantine, St Paul etc)
•	Some punctuation is used accurately.	•	I can describe what another individual in the history of
•	Some accurate spelling of more complex words.		Christianity did (Nero, Constantine, St Paul etc)
		٠	I can describe my point of view on who had the biggest impact
			on Christianity.
8 S	ecure: The student is using subject specific vocabulary an	id ca	
•	Communication is clear.	٠	I can describe facts about Christianity and describe what a
•	Relevant to the audience.		denomination is, with a relevant example.
•	Writing has a range of connected ideas.	•	I can describe in detail what an individual in the history of
•	Usually clear paragraphs.	_	Christianity did (Nero, Constantine, St Paul etc)
•	Range of punctuation is used successfully.	•	I can describe in detail what another individual in the history of Christianity did (Nero, Constantine, St Paul etc)
•	Generally accurate spelling.	•	I can describe my point of view on who had the biggest impact
•	Correct and ambitious vocabulary.	•	on Christianity, whilst acknowledging another point of view
8 N	lastery: The student has demonstrated that they underst	tand	and can apply all the expected skills and knowledge for that year
	up in challenging contexts. The use subject specific vocal		
٠	Communication is consistently clear and effective.	٠	I can describe in detail facts about Christianity and describe
•	Communication well matched to purpose, audience		what a denomination is, with a relevant example.
	and form.	٠	I can explain what an individual in the history of Christianity did
•	Writing is engaging with a range of connected ideas.		(Nero, Constantine, St Paul etc)
•	Paragraphs are consistently coherent.	•	I can explain what another individual in the history of
•	Wide range of punctuation is used.		Christianity did (Nero, Constantine, St Paul etc) I can explain my point of view on who had the biggest impact on
•	Increasingly sophisticated use of vocabulary.	•	Christianity, as well as acknowledging another point of view,
			using some evidence to support.
9 E	merging: The student has demonstrated that they under	stan	d and can apply all the expected skills and knowledge for that
	r group in challenging contexts. The use subject specific		
•	Communication is consistently clear and effective.	•	I can explain facts about Christianity and describe what a
•	Communication well matched to purpose, audience		denomination is, with a relevant example.
	and form.	٠	I can explain what an individual in the history of Christianity did
•	Writing is engaging with a range of connected ideas.		(Nero, Constantine, St Paul etc) supported with historical
•	Paragraphs are consistently coherent.	_	evidence or Bible quotes.
•	Wide range of punctuation is used.	•	I can explain what another individual in the history of Christianity did (Nero, Constantine, St Paul etc) supported with
•	Increasingly sophisticated use of vocabulary.		historical evidence or Bible quotes.
		•	I can explain my view on who had the biggest impact on
			Christianity, using evidence to support as well as explain
			another point of view.
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# 8.4 Prejudice & Equality

8 E	8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.		
•	Attempt to describe an idea using simple vocabulary.	• I can give an opinion on whether non-violent protests are an	
•	Some awareness of the purpose and audience.	effective way of achieving change.	
•	Some use of paragraphs.		
•	Some evidence of basic spelling, punctuation and		
	vocabulary.		
8 D	eveloping: A range of KS3 skills are starting to be develop	ped. KS3 vocabulary and knowledge are improving.	
•	Clear ideas using varied vocabulary.	I can describe one point of view on whether non-violent	
•	Increasingly relevant to the audience.	protests are an effective way of achieving change.	
•	Some linked and relevant ideas.		
•	Increased use of paragraphs.		
٠	Some punctuation is used accurately.		
٠	Some accurate spelling of more complex words.		
8 S(	ecure: The student is using subject specific vocabulary ar	nd can apply skills and knowledge in familiar contexts.	
٠	Communication is clear.	I can describe one point of view on whether non-violent	
•	Relevant to the audience.	protests are an effective way of achieving change, as well as	
•	Writing has a range of connected ideas.	acknowledging another point of view.	
•	Usually clear paragraphs.		
•	Range of punctuation is used successfully.		
•	Generally accurate spelling.		
•	Correct and ambitious vocabulary.		
8 N	lastery: The student has demonstrated that they unders	tand and can apply all the expected skills and knowledge for that	
yea	r group in challenging contexts. The use subject specific		
٠	Communication is consistently clear and effective.	I can explain both points of view on whether non-violent	
•	Communication well matched to purpose, audience	protests are an effective way of achieving change.	
	and form.		
٠	Writing is engaging with a range of connected ideas.		
٠	Paragraphs are consistently coherent.		
٠	Wide range of punctuation is used.		
٠	Increasingly sophisticated use of vocabulary.		
9 E	merging: The student has demonstrated that they under	stand and can apply all the expected skills and knowledge for that	
yea	r group in challenging contexts. The use subject specific		
•	Communication is consistently clear and effective.	I can explain two points of view on whether non-violent	
•	Communication well matched to purpose, audience	protests are an effective way of achieving change as well as	
	and form.	reaching my own conclusion.	
•	Writing is engaging with a range of connected ideas.		
•	Paragraphs are consistently coherent.		
•	Wide range of punctuation is used.		
•	Increasingly sophisticated use of vocabulary.		
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## 8.5 Introduction to Philosophy

8Er	8Emerging: The student is working towards a successful transition to appropriate KS3 level work.		
•	Attempt to describe an idea using simple vocabulary.	I scored 0-5 marks in the knowledge test.	
•	Some awareness of the purpose and audience.		
•	Some use of paragraphs.		
•	Some evidence of basic spelling, punctuation and		
	vocabulary.		
8De	eveloping: A range of KS3 skills are starting to be develop	bed. KS3 vocabulary and knowledge are improving.	
•	Clear ideas using varied vocabulary.	• I scored 6 -10 marks in the knowledge test.	
•	Increasingly relevant to the audience.		
•	Some linked and relevant ideas.		
•	Increased use of paragraphs.		
•	Some punctuation is used accurately.		
•	Some accurate spelling of more complex words.		
8Se	cure: The student is using subject specific vocabulary an	d can apply skills and knowledge in familiar contexts.	
•	Communication is clear.	• I scored 11 – 15 marks in the knowledge test.	
•	Relevant to the audience.		
•	Writing has a range of connected ideas.		
•	Usually clear paragraphs.		
•	Range of punctuation is used successfully.		
•	Generally accurate spelling.		
•	Correct and ambitious vocabulary.		
8M	•	and and can apply all the expected skills and knowledge for that	
	r group in challenging contexts. The use subject specific		
•	Communication is consistently clear and effective.	• I scored 16 – 20 marks in the knowledge test.	
•	Communication well matched to purpose, audience		
	and form.		
•	Writing is engaging with a range of connected ideas.		
•	Paragraphs are consistently coherent.		
•	Wide range of punctuation is used.		
•	Increasingly sophisticated use of vocabulary.		
9Er		tand and can apply all the expected skills and knowledge for that	
	r group in challenging contexts. The use subject specific		
•	Communication is consistently clear and effective.	• I scored 21 - 25 marks in the knowledge test.	
•	Communication well matched to purpose, audience		
	and form.		
•	Writing is engaging with a range of connected ideas.		
•	Paragraphs are consistently coherent.		
•	Wide range of punctuation is used.		
•	Increasingly sophisticated use of vocabulary.		
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### 8.6 Holocaust/Shoah

8 E	8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.		
•	Attempt to describe an idea using simple vocabulary.	• I can give an opinion on whether I agree or disagree that a	
•	Some awareness of the purpose and audience.	belief in God after the Holocaust is possible.	
•	Some use of paragraphs.		
•	Some evidence of basic spelling, punctuation and		
	vocabulary.		
8 D	eveloping: A range of KS3 skills are starting to be develop	ped. KS3 vocabulary and knowledge are improving.	
•	Clear ideas using varied vocabulary.	I can describe one point of view on whether a belief in God	
•	Increasingly relevant to the audience.	after the Holocaust is possible.	
•	Some linked and relevant ideas.		
•	Increased use of paragraphs.		
•	Some punctuation is used accurately.		
٠	Some accurate spelling of more complex words.		
8 S	ecure: The student is using subject specific vocabulary ar	nd can apply skills and knowledge in familiar contexts.	
٠	Communication is clear.	• I can describe one point of view on whether a belief in God	
•	Relevant to the audience.	after the Holocaust is possible as well as acknowledging	
•	Writing has a range of connected ideas.	another point of view.	
•	Usually clear paragraphs.		
•	Range of punctuation is used successfully.		
•	Generally accurate spelling.		
•	Correct and ambitious vocabulary.		
8 N	lastery: The student has demonstrated that they unders	tand and can apply all the expected skills and knowledge for that	
yea	r group in challenging contexts. The use subject specific	vocabulary accurately and with confidence.	
•	Communication is consistently clear and effective.	I can explain both points of view on whether a belief in God	
•	Communication well matched to purpose, audience	after the Holocaust is possible.	
	and form.		
•	Writing is engaging with a range of connected ideas.		
•	Paragraphs are consistently coherent.		
•	Wide range of punctuation is used.		
٠	Increasingly sophisticated use of vocabulary.		
9 E	merging: The student has demonstrated that they under	stand and can apply all the expected skills and knowledge for that	
yea	r group in challenging contexts. The use subject specific		
•	Communication is consistently clear and effective.	I can explain two points of view on whether a belief in God	
•	Communication well matched to purpose, audience	after the Holocaust is possible. as well as reaching my own	
	and form.	conclusion.	
•	Writing is engaging with a range of connected ideas.		
•	Paragraphs are consistently coherent.		
•	Wide range of punctuation is used.		
•	Increasingly sophisticated use of vocabulary.		
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