

8.1 Morality & Values

8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I can give one example of where humans get their morals from. • I can briefly describe the Trolley Problem. • I can briefly describe the Golden Rule. • I can give an opinion whether the 10 Commandments are relevant or irrelevant.
8 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • 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. 	<ul style="list-style-type: none"> • I can give two examples of where humans get their morals from. • I can describe the Trolley Problem. • I can describe the Golden Rule. • I can describe a point of view on whether the 10 Commandments are relevant or irrelevant.
8 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • 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. 	<ul style="list-style-type: none"> • I can give two examples of where humans get their morals from, describing what one of them means. • I can explain the Trolley Problem. • I can describe in detail what the Golden Rule is. • I can describe both points of view on whether the 10 Commandments are irrelevant.
8 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I can describe in detail where humans get their morals from. • I can explain the Trolley Problem, linking this to the theory of utilitarianism. • I can explain what the Golden Rule is, touching upon how it is evident in other religions. • I can explain both points of view on whether the 10 Commandments are irrelevant. Using some evidence to support.
9 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I can explain where humans get their morals from, explaining what innate and conscience means. • I can explain the Trolley Problem, linking this to the theory of utilitarianism and mentioning Jeremy Bentham. • I can explain what the Golden Rule is, explaining two reasons how it is similar in across religions. • 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.
WWW:	CTG/Improvements:

8.2 Environmental Ethics

8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I can give an opinion on whether humanity has ruined God's perfect world with greed and selfishness.
8 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • 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. 	<ul style="list-style-type: none"> • I can describe one point of view on whether humanity has ruined God's perfect world with greed and selfishness.
8 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • 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. 	<ul style="list-style-type: none"> • I can describe one point of view on whether humanity has ruined God's perfect world with greed and selfishness, as well as acknowledging another point of view.
8 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I can explain both points of view on whether humanity has ruined God's perfect world with greed and selfishness.
9 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I can explain two points of view on whether humanity has ruined God's perfect world with greed and selfishness, as well as reaching my own conclusion.
WWW:	CTG/Improvements:

7.6 History of Christianity

An exploration into the History of Christianity – Key Events & Figures

8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> Attempt to describe an idea using simple vocabulary. Some awareness of the purpose and audience. Some use of paragraphs. Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> I can give an example/fact about Christianity. I am not too sure what a denomination is. I can give an example of what an individual in the history of Christianity did (Nero, Constantine, St Paul etc) 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 Christianity.
8 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> Clear ideas using varied vocabulary. 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. 	<ul style="list-style-type: none"> I can give some facts about Christianity and attempt to describe what a denomination is. I can describe what an individual in the history of Christianity did (Nero, Constantine, St Paul etc) I can describe what another individual in the history of Christianity did (Nero, Constantine, St Paul etc) I can describe my point of view on who had the biggest impact on Christianity.
8 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> Communication is clear. 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. 	<ul style="list-style-type: none"> I can describe facts about Christianity and describe what a denomination is, with a relevant example. I can describe in detail what an individual in the history of Christianity did (Nero, Constantine, St Paul etc) I can describe in detail what another individual in the history of Christianity did (Nero, Constantine, St Paul etc) I can describe my point of view on who had the biggest impact on Christianity, whilst acknowledging another point of view
8 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> Communication is consistently clear and effective. 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. 	<ul style="list-style-type: none"> I can describe in detail facts about Christianity and describe what a denomination is, with a relevant example. I can explain what an individual in the history of Christianity did (Nero, Constantine, St Paul etc) I can explain what another individual in the history of Christianity did (Nero, Constantine, St Paul etc) I can explain my point of view on who had the biggest impact on Christianity, as well as acknowledging another point of view, using some evidence to support.
9 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> Communication is consistently clear and effective. 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. 	<ul style="list-style-type: none"> I can explain facts about Christianity and describe what a denomination is, with a relevant example. I can explain what an individual in the history of Christianity did (Nero, Constantine, St Paul etc) supported with historical evidence or Bible quotes. I can explain what another individual in the history of Christianity did (Nero, Constantine, St Paul etc) supported with 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 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I can give an opinion on whether non-violent protests are an effective way of achieving change.
8 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • 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. 	<ul style="list-style-type: none"> • I can describe one point of view on whether non-violent protests are an effective way of achieving change.
8 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • 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. 	<ul style="list-style-type: none"> • I can describe one point of view on whether non-violent protests are an effective way of achieving change, as well as acknowledging another point of view.
8 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I can explain both points of view on whether non-violent protests are an effective way of achieving change.
9 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I can explain two points of view on whether non-violent protests are an effective way of achieving change as well as reaching my own conclusion.
<u>WWW:</u>	<u>CTG/Improvements:</u>

8.5 Introduction to Philosophy

8Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I scored 0-5 marks in the knowledge test.
8Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • 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. 	<ul style="list-style-type: none"> • I scored 6 -10 marks in the knowledge test.
8Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • 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. 	<ul style="list-style-type: none"> • I scored 11 – 15 marks in the knowledge test.
8Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I scored 16 – 20 marks in the knowledge test.
9Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I scored 21 - 25 marks in the knowledge test.
<u>WWW:</u>	<u>CTG/Improvements:</u>

8.6 Holocaust/Shoah

8 Emerging: The student is working towards a successful transition to appropriate KS3 level work.	
<ul style="list-style-type: none"> • Attempt to describe an idea using simple vocabulary. • Some awareness of the purpose and audience. • Some use of paragraphs. • Some evidence of basic spelling, punctuation and vocabulary. 	<ul style="list-style-type: none"> • I can give an opinion on whether I agree or disagree that a belief in God after the Holocaust is possible.
8 Developing: A range of KS3 skills are starting to be developed. KS3 vocabulary and knowledge are improving.	
<ul style="list-style-type: none"> • Clear ideas using varied vocabulary. • 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. 	<ul style="list-style-type: none"> • I can describe one point of view on whether a belief in God after the Holocaust is possible.
8 Secure: The student is using subject specific vocabulary and can apply skills and knowledge in familiar contexts.	
<ul style="list-style-type: none"> • Communication is clear. • 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. 	<ul style="list-style-type: none"> • I can describe one point of view on whether a belief in God after the Holocaust is possible as well as acknowledging another point of view.
8 Mastery: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I can explain both points of view on whether a belief in God after the Holocaust is possible.
9 Emerging: The student has demonstrated that they understand and can apply all the expected skills and knowledge for that year group in challenging contexts. The use subject specific vocabulary accurately and with confidence.	
<ul style="list-style-type: none"> • Communication is consistently clear and effective. • 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. 	<ul style="list-style-type: none"> • I can explain two points of view on whether a belief in God after the Holocaust is possible. as well as reaching my own conclusion.
WWW:	CTG/Improvements: