



Religious Studies	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 10 Autumn Term  Christianity Beliefs  Sikhism Beliefs	Your child is not yet making the expected progress within this course.  Students working <b>towards</b> expected outcomes in Year 10 can: <ul style="list-style-type: none"> <li>• Accurately use some key terms related to Christian and Sikh beliefs.</li> <li>• Show some accurate knowledge and understanding of Christian and Sikh beliefs.</li> <li>• Apply some religious teachings to topic areas and explain how these link.</li> <li>• Understand some similarities and differences within Christian and Sikh belief.</li> <li>• Give some examples of how Christian or Sikh belief influences believers today.</li> <li>• Apply basic religious belief to shorter questions.</li> <li>• Write a balanced essay looking at creating a simplistic argument that features two sides.</li> </ul>	Your child is achieving the expected progress for this point within the course.  Students working <b>at</b> expected in Year 10 can: <ul style="list-style-type: none"> <li>• Accurately use key terms related to Christian and Sikh beliefs.</li> <li>• Show accurate knowledge and understanding of Christian and Sikh beliefs.</li> <li>• Confidently use religious teachings that are applied well to the question asked.</li> <li>• Understand similarities and differences within religious belief and can apply these confidently to the “similar” and “different” questions.</li> <li>• Apply religious beliefs confidently to 4 and 6 mark questions and largely explain in enough depth.</li> <li>• Write a detailed and balanced answer to an essay question with largely good PEEL structure.</li> <li>• SPAG – spelling and grammar is largely accurate and there is good use of key terms.</li> </ul>	Your child is exceeding the expected progress.  Students working <b>beyond</b> expected in Year 10 can: <ul style="list-style-type: none"> <li>• Consistently and confidently use key terms related to Christian and Sikh beliefs.</li> <li>• Show detailed knowledge and understanding of Christian and Sikh beliefs, and be able to link different concepts together.</li> <li>• Confidently use religious teachings that are applied well to the question asked. Knowledge of a wide range of teachings.</li> <li>• Understand similarities and differences within religious belief and can apply these confidently to the “similar” and “different” questions.</li> <li>• Apply religious beliefs confidently to 4 and 6 mark questions and consistently fully explains these beliefs.</li> <li>• Write an excellent and balanced answer to essay questions with a sustained chain of logical reasoning throughout. Excellent PEEL structure with a large number of religious teachings applied, and explained thoroughly. Ends their essay with a strong and detailed conclusion that is convincing to read.</li> <li>• SPAG – spelling and grammar is consistently accurate and there is an excellent use of specialist key terms.</li> </ul>



<p>Year 10 Spring Term</p> <p>Crime and Punishment</p> <p>Existence of God and Revelation</p>	<p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <ul style="list-style-type: none"><li>• Accurately use some key terms related to the topics Christianity Beliefs, Sikhism Beliefs, Crime and Punishment, and Existence of God and Revelation.</li><li>• Show some accurate knowledge and understanding of Christian and Sikh beliefs.</li><li>• Use some non-religious arguments in themed topics where appropriate alongside limited statistics use.</li><li>• Understand the basic philosophical arguments studied in the Existence of God unit.</li><li>• Can apply some religious teachings to topic areas and explain how these link.</li><li>• Understand some similarities and differences within Christian and Sikh belief.</li><li>• Apply basic religious belief to shorter questions.</li><li>• Compose an essay that objectively examines both sides of an argument, using a generally coherent and structured approach.</li></ul>	<p>Students working <b>at</b> expected in Year 10 can:</p> <ul style="list-style-type: none"><li>• Accurately use key terms related to all units studied so far.</li><li>• Show accurate knowledge and understanding of Christian and Sikh beliefs.</li><li>• Use non-religious arguments where appropriate in themes units and supports them using evidence (e.g. statistics).</li><li>• Understand the philosophical arguments studied in the Existence of God unit and can clearly and succinctly explain these.</li><li>• Confidently use religious teachings that are applied well to the question asked.</li><li>• Understand similarities and differences within religious belief and can apply these confidently to the “similar” and “different” questions.</li><li>• Apply religious beliefs confidently to 4 and 6 mark questions and largely explains in enough depth.</li><li>• Write a detailed and balanced answer to an essay question with largely good PEEL structure. There could be more detail in the explanations of their points or application of more religious teachings.</li><li>• Can write detailed essays.</li><li>• SPAG – spelling and grammar is largely accurate and there is good use of key terms.</li></ul>	<p>Students working <b>beyond</b> expected in Year 10 can:</p> <ul style="list-style-type: none"><li>• Consistently and confidently use key terms related to all units studied so far.</li><li>• Show detailed knowledge and understanding of Christian and Sikh beliefs, and be able to link different concepts together.</li><li>• Use non-religious arguments where appropriate in themes units and supports them using evidence (e.g. statistics).</li><li>• Show deep understanding of philosophical arguments studied in the Existence of God unit – scholars’ arguments are clearly and logically explained, and are well-evaluated.</li><li>• Confidently use religious teachings that are applied well to the question asked. Knowledge of a wide range of teachings.</li><li>• Understand similarities and differences within religious belief and can apply these confidently to the “similar” and “different” questions.</li><li>• Apply religious beliefs confidently to 4 and 6 mark questions and consistently explains these beliefs in detail.</li><li>• Write an excellent and balanced answer to essay questions with a sustained chain of logical reasoning throughout. Excellent PEEL structure with a large number of religious teachings applied, and explained thoroughly. Ends their essay with a strong and detailed conclusion that is convincing to read.</li><li>• SPAG – spelling and grammar is consistently accurate and there is an excellent use of specialist key terms.</li></ul>
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<p>Year 10 Summer Term</p> <p>Existence of God and Revelation</p> <p>Christianity Practices</p>	<p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p>All of the above from Spring term, and:</p> <ul style="list-style-type: none"><li>• Accurately use some key terms related to the topics Christianity Beliefs, Sikhism Beliefs, Crime and Punishment, Existence of God and Revelation, and Christianity Practices.</li><li>• Apply knowledge from Christianity Beliefs to the Christianity Practices unit – being able to explain why Christians do what they do, <i>because of</i> what they believe.</li><li>• Use a few examples of what Christians do as part of evidence (e.g. different parts of a baptism service).</li></ul>	<p>Students working <b>at</b> expected in Year 10 can:</p> <p>All of the above from Spring term, and:</p> <ul style="list-style-type: none"><li>• Show confident knowledge of Christian Practices by linking in knowledge from the Christian Beliefs unit – able to explain how <i>what</i> a Christian believes impacts <i>how</i> they act.</li><li>• Use many examples of what Christians do as part of evidence in answers (e.g. different parts of a baptism service and what they symbolise).</li><li>• Can write detailed essays.</li></ul>	<p>Students working <b>beyond</b> expected in Year 10 can:</p> <p>All of the above from Spring term, and:</p> <ul style="list-style-type: none"><li>• Show confident knowledge of Christian Practices by linking in knowledge from the Christian Beliefs unit – able to explain how <i>what</i> a Christian believes impacts <i>how</i> they act.</li><li>• Use many detailed of what Christians do as part of evidence in answers (e.g. different parts of a baptism service and what they symbolise).</li></ul>
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