



Religious Studies	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 11 Autumn Term  Christianity Practices  Sikhism Practices	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 11 can:</p> <ul style="list-style-type: none"> <li>• Accurately use some key terms related to Christian and Sikh beliefs, practices and themes units.</li> <li>• Show some accurate knowledge and understanding of Christian and Sikh beliefs and practices.</li> <li>• Apply knowledge from Beliefs units to the Practices units – being able to explain why believers do what they do, <i>because of</i> what they believe.</li> <li>• Use a few examples of what believers do as part of evidence (e.g. different parts of a baptism service).</li> <li>• Apply some religious teachings to topic areas and explain how these link, but often needs to include more teachings.</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>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 11 can:</p> <ul style="list-style-type: none"> <li>• Accurately use key terms related to Christian and Sikh beliefs, practices and themes units.</li> <li>• Show accurate knowledge and understanding of Christian and Sikh beliefs and practices.</li> <li>• Show confident knowledge of religious Practices by linking in knowledge from the Beliefs units – able to explain how <i>what</i> a religious person believes impacts <i>how</i> they act.</li> <li>• Use many examples of what believers do as part of evidence in answers (e.g. different parts of a baptism service and what they symbolise).</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>	<p>Your child is exceeding the expected progress.</p> <p>Students working <b>beyond</b> expected in Year 11 can:</p> <ul style="list-style-type: none"> <li>• Consistently and confidently use key terms related to Christian and Sikh beliefs, practices and themes units.</li> <li>• Show detailed knowledge and understanding of Christian and Sikh beliefs and practices, and be able to link different concepts together.</li> <li>• Show confident knowledge of religious Practices by linking in knowledge from the Beliefs units – able to explain how <i>what</i> a religious person believes impacts <i>how</i> they act.</li> <li>• Use many detailed of what believers do as part of evidence in answers (e.g. different parts of a baptism service and what they symbolise).</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> </ul>



			<ul style="list-style-type: none"> <li>• SPAG – spelling and grammar is consistently accurate and there is an excellent use of specialist key terms.</li> </ul>
<p>Year 11 Spring Term-final exams</p> <p>Religion and Life</p> <p>Relationships and Families</p>	<p>Students working <b>towards</b> expected outcomes in Year 11 can:</p> <ul style="list-style-type: none"> <li>• Accurately use some key terms related to the topics studied.</li> <li>• Show accurate knowledge and understanding of Christian and Sikh beliefs.</li> <li>• Use non-religious arguments in themes topics where appropriate, but these may need to be supported by more evidence (e.g. statistics).</li> <li>• Can apply some religious teachings to topic areas and explain how these link.</li> <li>• Understand similarities and differences between religious belief.</li> <li>• Apply basic religious belief to shorter questions.</li> <li>• Explain ethical issues faced by society today, e.g. how we use the environment.</li> <li>• Write a balanced essay looking at two sides of an argument, but may not always use PEEL structure.</li> <li>•</li> </ul>	<p>Students working <b>at</b> expected in Year 11 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). The balance between religious and non-religious arguments in essays is good.</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>• Explain the nuances of ethical issues studied in our final 2 themes units. Be sure to always confidently apply important key concepts to these issues, e.g. stewardship vs dominion.</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.</li> <li>• Can write detailed essays in timed conditions.</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 11 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). The balance between religious and non-religious arguments in essays is excellent.</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>• Confidently discuss and evaluate ethical issues studied in our final 2 themes units, and always applies key concepts to the debate, e.g. stewardship vs dominion.</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> </ul>



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