



Religious Studies	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.
<p>Year 13 Autumn Term</p> <p><u>Philosophy:</u> Religious Language</p> <p>Miracles</p> <p><u>Ethics:</u> Bentham and Kant</p> <p>Freewill and Moral Responsibility</p> <p>Conscience</p>	<p>Students working towards expected outcomes in Year 13 can:</p> <p><u>Knowledge and understanding:</u></p> <ul style="list-style-type: none"> - Outline the steps of philosophical arguments/ethical theories. - Apply key terms and concepts. - Use the main scholar(s) linked to each theory. - Explain key strengths and weaknesses of issues/theories. <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Write an answer to 10 mark questions, sometimes using PEE structure. - Write an answer to 15 mark questions that evaluates the question asked, sometimes using PEREL (or similar) structure. - Apply some evidence and examples to support reasoning. - Evaluate issues and includes strengths and weaknesses from class materials. . - Read a balanced and supported conclusion. 	<p>Students working at expected in Year 13 can:</p> <p><u>Knowledge and understanding:</u></p> <ul style="list-style-type: none"> - Understand and outline philosophical arguments and ethical theories in depth. - Understand and apply many key terms and concepts when discussing these ideas. - Confidently use scholars, including additional scholars researched, and evaluate their ideas. - Evaluate the strengths and weaknesses of issues/theories and provide counter-arguments. - Spends time outside of lessons completing wider research. <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Write confident answers to 10 mark questions using PEE structure. - Write confident answers to 15 mark questions using PEREL structure. - Confidently apply evidence and examples to support reasoning. - Evaluate issues well and add their own voice to the debate – not merely writing strengths and weaknesses found in the textbook. - Reach convincing conclusions that are well-written, and supported by evidence. 	<p>Students working beyond expected in Year 13 can:</p> <p><u>Knowledge and understanding:</u></p> <ul style="list-style-type: none"> - Understand philosophical arguments and ethical theories in depth and explain them succinctly. - Confidently understand key terms and concepts and apply these liberally when discussing ideas. - Use a wide range of scholars, many of which are additional scholars the student has researched, and confidently evaluate their ideas. - Draw upon a wide range of ideas and evidence to confidently evaluate the strengths, weaknesses and counter-arguments of different ideas. - Spends time outside of lessons completing wider research and adds extra ideas to revision notes and essays. <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Consistently writes confident answers to 10 mark questions using PEE structure. - Consistently writes confident answers to 15 mark questions using PEREL structure. - Liberally apply evidence and examples to support reasoning. - Confidently evaluate a wide range of issues, adding their own voice to the debate, demonstrating an in-depth understanding off all issues studied. - Reach convincing conclusions that are supported by a lot of evidence, and are impactful for the reader.



	<ul style="list-style-type: none"> - Write an answer in timed conditions but may struggle to finish it within the time limit. 	<ul style="list-style-type: none"> - Express their own opinions as to the reliability, truth and usefulness of many philosophical and ethical ideas, after considering a wide range of information. - Fully complete answers in timed conditions. 	<ul style="list-style-type: none"> - Confidently express their own opinions as to the reliability, truth and usefulness of all philosophical and ethical ideas studied, after considering a wide range of information. - Fully complete detailed answers in timed conditions. -
<p>Year 13 Spring and Summer Term</p> <p><u>Christianity:</u></p> <p>Christianity and Science</p> <p>Christianity, Gender and Sexuality</p> <p>Christianity and Secularisation</p> <p>Christianity and Religious Pluralism</p> <p><u>Dialogues:</u></p> <p>The Dialogue between Philosophy and Christianity</p>	<p>Students working towards expected outcomes in Year 13 can:</p> <p><u>Knowledge and understanding:</u></p> <p>Everything listed in Autumn term, and:</p> <ul style="list-style-type: none"> - Understand and recall relevant Christian beliefs, and the evidence they are based upon. - Remember some Christian quotes/teachings. - Explain some differences in Christian practice and beliefs and where this comes from. - Identify links between philosophy and Christianity, and ethics and Christianity. <p><u>Skills:</u></p> <p>Everything listed in Autumn term, and:</p> <ul style="list-style-type: none"> - Write answers to 25 mark questions that include knowledge as well as evaluation. - Compare and contrast philosophical/ethical ideas with Christian topics studied. - Formulate opinions as to the strengths and weaknesses of secular/religious ideas. 	<p>Students working at expected in Year 13 can:</p> <p><u>Knowledge and understanding:</u></p> <p>Everything listed in Autumn term, and:</p> <ul style="list-style-type: none"> - Understand and recall relevant Christian beliefs, and the evidence they are based upon. - Remember Christian quotes/teachings. - Explain differences in Christian practice and beliefs and where this comes from. - Identify many links between philosophy and Christianity and ethics and Christianity. <p><u>Skills:</u></p> <p>Everything listed in Autumn term, and:</p> <ul style="list-style-type: none"> - Write confident answers to 25 mark questions that include detailed knowledge and understanding, as well as evaluation. - Compare and contrast many philosophical/ethical ideas with Christian topics studied. - Formulate confident opinions as to the strengths and weaknesses of secular/religious ideas. 	<p>Students working beyond expected in Year 13 can:</p> <p><u>Knowledge and understanding:</u></p> <p>Everything listed in Autumn term, and:</p> <ul style="list-style-type: none"> - Deeply understand relevant Christian beliefs, and the evidence they are based upon. - Remember a wide range of Christian teachings. - Explain nuanced differences in Christian practice and beliefs and where this comes from. - Confidently identify numerous links between philosophy and Christianity, and Ethics and Christianity. <p><u>Skills:</u></p> <p>Everything listed in Autumn term, and:</p> <ul style="list-style-type: none"> - Write confident, scholarly answers to 25 mark questions that demonstrate deep knowledge, understanding, as well as creative and engaging evaluation. - Confidently compare and contrast philosophical/ethical ideas with Christian topics studied. Notice nuanced links that show a deep understanding of the course.



<p>The Dialogue between Ethics and Christianity</p>	<ul style="list-style-type: none">- Give evidence for the impact philosophical/ethical ideas have had on Christianity.	<ul style="list-style-type: none">- Evaluate and provide evidence for the impact that philosophical/ethical ideas have had on Christianity.	<ul style="list-style-type: none">- Formulate reasoned, evidenced and decisive opinions as to the strengths and weaknesses of secular/religious ideas.- Critically evaluate the impact that philosophical/ethical ideas have had on Christianity. Draw upon a wide range of evidence to support arguments provided.
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