

RS Department KS3 BC Descriptors

Y7&8	Knowledge and Understanding	Evaluation
BC9	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> In all areas can give developed answers when demonstrating their knowledge on religious beliefs, practices and non-religious worldviews. 	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> Can provide well-argued responses, with different points of view, developed to show logical chains of reasoning that lead to judgements supported by relevant knowledge and understanding.
BC8	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> On most topics can give developed answers when demonstrating their knowledge on religious beliefs, practices and non-religious worldviews. 	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> Provide different points of view, developed with logical chains of reasoning, that draws on relevant knowledge and understanding.
BC7	<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> Develop their explanations of beliefs and practices. 	<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> Show one or more points of view with logical chains of reasoning drawing on knowledge and understanding.
BC6	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> Begin to develop their explanations of beliefs and practices. 	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> Show one or more points of view with some development of points to support drawing on knowledge and understanding.
BC5	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> Describe beliefs and practices. 	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> Show one or more points of view with simple points to support drawing on knowledge and understanding.
BC4	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> Summarise beliefs and practices. 	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> Communicate with some meaning. Produce beliefs with limited demonstration of knowledge and understanding.
BC3	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> Describe and show knowledge on limited topics. 	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> Show simply one or more beliefs with some knowledge and understanding.
BC2	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> Show knowledge on limited topics. 	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> Provide a viewpoint of their own with limited support.
BC1	<p>A learner on track for Grade 1 can:</p> <ul style="list-style-type: none"> Make a simple point showing limited knowledge. 	<p>A learner on track for Grade 1 can:</p> <ul style="list-style-type: none"> Provide a viewpoint of their own.

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Y9	
BC 7 to 9	<p>A learner on track for grades 7 to 9 can:</p> <ul style="list-style-type: none"> • Analyse arguments cogently, justifying perspectives. • Synthesise their research in RE using a variety of different disciplines. • Use varied disciplines of religious study to research ultimate questions. • Show a sound understanding of a variety of religious and non-religious beliefs based on a theme. • Consistently applies knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith. • Show a sound ability to construct well-argued, well-informed and structured written arguments, demonstrating depth and breadth of understanding of the subject. • Regularly constructs well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content to a consistently high level. • Understand the influence of religion on individuals, communities and societies. • Demonstrate excellent knowledge of similarities and difference within and/or between religious beliefs. • Includes fully explained reflections on and development of their own values, belief, meaning, purpose, truth and their influence on human life. • Analyses strengths and weaknesses of a variety of religious and non-religious arguments. • Can reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt.
BC 4 to 6	<p>A learner on track for grades 4 to 6 can:</p> <ul style="list-style-type: none"> • Appreciate and appraise different understandings of religion and worldviews. • Use varied disciplines of religious study to research ultimate questions. • Show an ability to interpret ideas, sources and arguments. • Show a good understanding of a variety of religious and non-religious beliefs based on a theme. • Use multiple religious teachings or sources of wisdom and authority to justify an argument or paraphrase appropriately. • Show a sound understanding of the influence of religion on individuals, communities and societies. • Show a sound ability to construct well-argued, well-informed and structured written arguments, demonstrating depth and breadth of understanding of the subject. • Regularly constructs well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content. • Consistently demonstrates an understanding of difference within and/or between religious beliefs. • Gives a fully explained opinion on 'ultimate questions' and issues in contemporary society including relevant evidence.

BC 1 to 3

A learner on track for grades 1 to 3 can:

- Outline ideas of practices, linking different viewpoints.
- Express ideas of their own thoughtfully in RE.
- Apply ideas about religions and worldviews thoughtfully.
- Show good understanding of multiple religious and non-religious beliefs on a variety of religious issues and issues prevalent in contemporary society.
- Show good understanding of the influence of religion on individuals, communities and societies.
- Give an evidenced opinion on 'ultimate questions' and issues in contemporary society.
- Can demonstrate an understanding of difference within and/or between religious beliefs.
- Starting to construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

