



KS3 ASSESSMENT

Beliefs and Values
BRAMHALL HIGH SCHOOL

	Acquiring	Developing	Secure	Mastered
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
Term 1a What is so radical about Jesus?	Explain why one action or teaching of Jesus' was radical Offer a view of how Jesus' radical message should affect Christians today	Give a supported view as to how radical Jesus' views towards women were Give a supported view as to how radical Jesus' views towards wealth and poverty were	Consider the question of who Jesus came to save and evaluate a variety of answers Express insight into the question of how radical Jesus was, in the light of different views	Explain, with reference to historical context, how radical Jesus was. Evaluate different views on whether Christians have been radical enough
Term 1b What difference does it make to believe in Christianity?	Outline two of these key concepts (Messiah and atonement) Explain how they would affect someone's life	Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self Offer a justified view as to what difference these concepts make to someone's actions	Offer critical and personal insights into how far believing in the concept would help someone faced with suffering Offer critical and personal insights into how far believing in the concept offers hope	Offer a justified view as to how many of these ideas are human values and how many are religious values, and what difference that makes Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts

<p>Term 2a What difference does it make to believe in Buddhism?</p>	<p>Outline two of these key concepts (Impermanence and the self) Explain how they would affect someone's life</p>	<p>Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self Offer a justified view as to what difference these concepts make to someone's actions</p>	<p>Offer critical and personal insights into how far believing in the concept would help someone faced with suffering Offer critical and personal insights into how far believing in the concept offers hope</p>	<p>Offer a justified view as to how many of these ideas are human values and how many are religious values, and what difference that makes Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts</p>
<p>Term 2b What is good and what is challenging about being a teenage Buddhist?</p>	<p>Explain how Buddhist teenagers express their faith in Britain today Give examples of some challenges faced by Buddhist teenagers in Britain and how they respond</p>	<p>Appreciate what is good about being a teenage Buddhist in Britain today and appraise what challenges are involved</p>	<p>Investigate and explain what Buddhist teenagers say about Western values and express their own views Explain how ancient spiritual practices still sustain believers</p>	<p>Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society Examine and evaluate British society's treatment of immigrant religious groups</p>
<p>Term 3a What difference does it make to believe in Islam?</p>	<p>Outline two of these key concepts (Ijtihad and submission) Explain how they would affect someone's life</p>	<p>Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self Offer a justified view as to what difference these concepts make to someone's actions</p>	<p>Offer critical and personal insights into how far believing in the concept would help someone faced with suffering Offer critical and personal insights into how far believing in the concept offers hope</p>	<p>Offer a justified view as to how many of these ideas are human values and how many are religious values, and what difference that makes</p>

				Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts
Term 3b What is good and what is challenging about being a teenage Muslim?	Explain how Muslim teenagers express their faith in Britain today Give examples of some challenges faced by Muslim in Britain and how they respond	Appreciate what is good about being a teenage Muslim in Britain today and appraise what challenges are involved	Investigate and explain what Muslim teenagers say about Western values and express their own views Explain how ancient spiritual practices still sustain believers	Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society Examine and evaluate British society's treatment of immigrant religious groups

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Term 1a What difference does it make to believe in Judaism?	Outline two of these key concepts (Torah, God's chosen people) Explain how they would affect someone's life	Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self Offer a justified view as to what difference these concepts make to someone's actions	Offer critical and personal insights into how far believing in the concept would help someone faced with suffering Offer critical and personal insights into how far believing in the concept offers hope	Offer a justified view as to how many of these ideas are human values and how many are religious values, and what difference that makes Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts
Term 1b What difference does it make to believe in Sikhism?	Outline two of these key concepts (Naam Simran, Sewa) Explain how they would affect someone's life	Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self Offer a justified view as to what difference these concepts make to someone's actions	Offer critical and personal insights into how far believing in the concept would help someone faced with suffering Offer critical and personal insights into how far believing in the concept offers hope	Offer a justified view as to how many of these ideas are human values and how many are religious values, and what difference that makes Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts

<p>Term 2a What is good and what is challenging about being a teenage Sikh?</p>	<p>Explain how Muslim, Buddhist and/or Sikh teenagers express their faith in Britain today Give examples of some challenges faced by Muslim, Buddhist and/or Sikh teenagers in Britain and how they respond</p>	<p>Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involved</p>	<p>Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views Explain how ancient spiritual practices still sustain believers</p>	<p>Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society Examine and evaluate British society's treatment of immigrant religious groups</p>
<p>Term 2b Should happiness be the purpose of life?</p>	<p>Explain a Christian view of how to achieve happiness Compare a Christian view to a Buddhist or Humanist view of how to achieve happiness</p>	<p>Formulate an account of how happiness could be derived from God Analyse non-religious values and offer an account of 'secular happiness'</p>	<p>Consider and weigh up arguments equating happiness with the end of craving Weigh up the value of action in contributing to happiness</p>	<p>Offer reasons for differing views of the importance of spiritual and earthly happiness Evaluate religious and non-religious commentaries on the types of happiness pursued by others</p>
<p>Term 3a Is religion a power for peace or a cause of conflict in the world today?</p>	<p>Explain reasons why religion can be seen as a power for peace in the world Express insight into the reasons why religion can be seen as a cause of conflict in the world (</p>	<p>Present a coherent account of why some see religion as a power for peace, supported by evidence Present a coherent account of why some see religion as a cause of conflict, supported by evidence</p>	<p>Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning Examine and evaluate the ways diverse religious communities are affected by views of the impact of their religion on the world</p>	<p>Express well-informed insights into the nature of peace: active non-violence or passive absence of war? Offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil?</p>

Term 3b How can people express the spiritual through music and art?	Outline the features of one religious art form and say why it is important to members of that faith Illustrate definitions of 'spirituality' with examples	Explain the impact of music and art in helping people to express ideas beyond words, including beliefs Present a variety of interpretations of the 'spiritual' and explain how these are expressed.	Consider how far music and art help believers understand big ideas in their tradition. Investigate and explain how and why music and art are important ways of expressing the spiritual	Explain and interpret the influence of a wide range of cultural expression through the arts in different religions. Express insights into how far growing up in a tradition will shape the way someone sees all aspects of life. Interpret a range of views on the importance of the spiritual within religion and non-religious worldview.
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Term 1a Do we need to prove God's existence?	Explain simply one argument used by believers for the existence of God, e.g. one of Aquinas' '5 Ways' Describe what atheists say about belief in God clearly Describe simply how different people use their experiences to support their beliefs Make a simple comparison between an atheist and a believer in God	Explain why Buddhists don't think it is important to talk about God Explain with reasons why Christians believe in God, Father, Son and Holy Spirit Explain with reasons why Atheists reject ideas about God Give examples of how Christians use different arguments as evidence for God	Give reasons why some people feel they need to prove their answers to God questions and others do not). Appreciate and appraise the claims of those who say they find God in religious experiences of different kinds Evaluate different claims about evidence and proof in answering the question 'Is God real?' Respond reasonably to the question: can God's existence can ever be proven or disproven?	Analyse the value of proof and faith in debates about God Appreciate and appraise different kinds of evidence for and against belief in God. Justify their arguments about how Buddhists and some Christians reject 'proof' when it comes to talking about God, and speak instead of 'faith' or 'what is useful in reducing suffering' Justify with arguments their own views about attempting to prove God's existence using rational arguments, evidence from religious experience or from atheism
Term 1b Why is there suffering? Are there any good solutions?	Outline two religious views of why humans suffer Present at least two solutions offered by religions to suffering, with examples	Give well-informed insights into two Christian views about why people suffer, supported by evidence from biblical texts.	Argue the case that religions do or do not offer good solutions as to why we suffer.	Evaluate critically the idea that suffering is a natural human state to which there is no solution

		Contrast two views of why we suffer from two different traditions.	Consider and weigh up how far religious answers to the question of suffering are universally useful	Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair
Term 2a Is death the end? Does it matter?	Explain one possible answer to the question: is death the end? Observe how beliefs about death have an impact on how someone lives their life.	Explain a range of beliefs regarding the possibility of life after death. Account for the roots of these diverse beliefs	Judge the importance of this life compared to the hope of an afterlife, offering different views. Evaluate the impact of differing views of life after death on how individuals view earthly life	Explain interpretations of views of life after death; literal or metaphorical, acknowledging diversity within traditions. Analyse what visions of life after death reflect about an individual's view of existence
Term 2b Should religious buildings be sold to feed the starving?	Explain how religious practices based in particular buildings assist worship Consider the question: what is worship?	Explain and interpret a range of understandings of worship Explain how welcoming and charitable actions can be seen as worship	Consider the key question and evaluate a variety of answers. Express insight into the purpose of worship, in light of different views	Observe and comment on the function of worship in the lives of believers. Draw general conclusions about the purpose of worship across traditions, in light of positive and negative views
Term 3a Does living Biblically mean obeying the whole Bible?	Outline ways in which Christians interpret the Bible as a guide for living Explain at least two reasons for and against the idea that most Christians make more use of the New Testament than the Old	Interpret different biblical commands and how Christians might put them into practice Enquire into the meaning of both 'love God' and 'love thy neighbour' in today's world	Examine the impact the commandment to love God and love one's neighbour has on individuals and communities	Account for some of the ways different Christian traditions value the Bible Justify a view as to whether non-Christians can 'live biblically'

			Formulate a reasoned answer to the question: does living biblically mean obeying the whole Bible?	
Term 3b Does religion help people to be good?	Respond thoughtfully to religious and nonreligious sources of moral guidance Describe religious teachings which encourage loving actions	Give examples of ways in which religious and non-religious principles guide people in living good lives Analyse examples of religious and non-religious principles and come to a view of what is 'good'	Formulate an account of how religious teachings help people to be good Weigh up the value of religion in benefitting individuals and society	Justify a supported response to the question of whether religion helps people to be good Offer reasons for a range of ways in which religion inspires moral behaviour, and sometimes immoral behaviour